

WHITEFIELD PRIMARY SCHOOL

Behaviour for Learning Policy



Reviewed: February 2014

Review date: February 2016

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Mission Statement

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

At Whitefield we believe in nothing but the best!

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To foster the development of self esteem, self discipline and self control in each of our pupils
- To encourage respect for the individual, the school community and the school environment
- To foster the development of tolerance, empathy and understanding.

- To promote a sense of community and shared values.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.

Objectives

- To have a consistent approach to managing pupil behaviour which will contribute to the development of attitudes and skills required to be successful, happy and socially aware.
- To ensure that the special educational needs of pupils with social, emotional and behavioural difficulties are assessed and met.
- To ensure that all staff take responsibility for maintaining good behaviour throughout the school and that they model the types of behaviour encouraged by the school policy.
- To implement stimulating and appropriate curriculum.
- To promote pupil self esteem and a shared sense of pride and ownership through the celebration of achievement by the school community and through the display of children's work in an attractive and well cared for environment.
- To develop effective partnership with parents

Procedure

Role of the Governing Body	<ul style="list-style-type: none"> • The Governing Body has: <ul style="list-style-type: none"> ▪ the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school; ▪ responsibility to ensure that the school complies with this policy; ▪ delegated powers and responsibilities to the Head teacher to ensure that school personnel and pupils are aware of this policy; ▪ to support the Head teacher and school personnel in maintaining high standards of behaviour; ▪ nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body; ▪ responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the	<ul style="list-style-type: none"> • The Head teacher will:

Head teacher	<ul style="list-style-type: none"> ▪ determine the detail of the standard of behaviour that is acceptable to the school; ▪ work with everyone in the school community to create an ethos that makes everyone feel valued and respected; ▪ promote good behaviour by forging sound working relationships with everyone involved with the school; ▪ encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils; ▪ ensure the health, safety and welfare of all children in the school; ▪ work with the School Council to create a set of school rules that will encourage good behaviour and respect for others; ▪ monitor the effectiveness of this policy; ▪ annually report to the Governing Body on the effectiveness and development of this policy
Role of School Staff	<ul style="list-style-type: none"> • School staff are expected to: <ul style="list-style-type: none"> • Implement the school behaviour policy <ul style="list-style-type: none"> ▪ encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly, consistently and in line with the school policy ▪ promote self-discipline amongst pupils; ▪ deal appropriately with any unacceptable behaviour; ▪ provide well planned and interesting lessons which will contribute to maintaining good discipline; ▪ attend training on behaviour management; ▪ ensure the health and safety of the pupils in their care; ▪ identify problems that may arise and to offer solutions to the problem
Role of Pupils	<ul style="list-style-type: none"> • Pupils are expected to: <ul style="list-style-type: none"> ▪ be polite and well behaved at all times; ▪ show consideration to others; ▪ make suggestions about school behaviour via the School Council; ▪ obey all health and safety regulations in all areas of the school;
Role of Parents	<ul style="list-style-type: none"> • Parents are encouraged to:

	<ul style="list-style-type: none"> ▪ have good relations with the school; ▪ support good behaviour; ▪ sign the school's 'Home-School Agreement'; ▪ ensure their children understand and value the meaning of good behaviour; ▪ support school rules and sanctions; ▪ attend IBP meetings
Role of the School Council	<ul style="list-style-type: none"> • The School Council will be involved in: <ul style="list-style-type: none"> ▪ determining the policy; ▪ devising school rules and sanctions; ▪ reviewing the policy;
Sanctions	<ul style="list-style-type: none"> • Sanctions should support the holistic development of the child and support the positive development of their self esteem. • Sanctions must be applied fairly and consistently. They have been devised by the staff and children and in consultation with parents. <ul style="list-style-type: none"> ▪ They must not be humiliating to any pupil ▪ The school operates a zoning system and sanctions apply if a child moves out of the gold zone: <ul style="list-style-type: none"> <i>Yellow zone</i>-warning <i>Orange zone</i> – 5 mins time out in class with a timer <i>Red zone</i> – 10 mins time out in a different class with a timer <p>Any behaviour which requires further sanctions will be dealt with by a senior member of staff.</p>
Positive Handling	<ul style="list-style-type: none"> ○ Any incident which requires positive handling of a child in done is accordance with DFE guidelines. ○ All incidents are recorded on a serious incident record and referred to senior staff. <p>Please refer to guidance in the physical interventions policy.</p>
Exclusion	<ul style="list-style-type: none"> • In exceptional circumstances exclusion will be used as a <ul style="list-style-type: none"> ▪ fixed term or ▪ permanent exclusion ▪ All exclusions will be dealt with in accordance with LA guidance on exclusion.

Pupil Support	<ul style="list-style-type: none"> • A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly. Quiet areas are used to support children as needed.
Good Behaviour	<ul style="list-style-type: none"> • Good behaviour is promoted by the application of these three rules: <ul style="list-style-type: none"> • <i>Always listen and follow instructions</i> • <i>Show kindness and respect to others</i> • <i>Keep hands, feet and objects to yourself</i> • Good behaviour is celebrated at the weekly achievements assembly. Regular, consistent praise and encouragement is part of the school ethos. • A zoning system is in place through KS1 and KS2. Each day is treated as a new start for all children. All children begin each day in the gold zone. If any child is moved into other zones they have the opportunity to move back into the gold zone if they display appropriate behaviour. • Children who are in the gold zone at the end of the day are rewarded with stickers or other appropriate rewards. • Good behaviour is also rewarded by the use of chance cards which are given by any member of staff to a child who is displaying good behaviour. Chance card rewards are given weekly in assembly. • Other positive rewards such as table points are used by individual teachers. • Notes home praising good behaviour are given at the end of each day.
Outside Agencies	<p>Support from outside agencies will be requested as necessary and will be managed by the Inclusion Manager and leadership team. These serviced may include:</p> <ul style="list-style-type: none"> ▪ educational psychologist; ▪ Ernest Cookson outreach support and counselling; ▪ educational welfare officer; ▪ Social Inclusion department at LA; ▪ school health nurse; ▪ Social Services; ▪ CAMHs;
Incidents	<ul style="list-style-type: none"> • All serious behaviour incidents are recorded on an incident sheet and referred to senior staff.

EYFS	Please refer to separate EYFS policy.
Monitoring the Effectiveness of the Policy	<ul style="list-style-type: none">• This policy will be reviewed annually or when the need arises, and the necessary recommendations for improvement will be made to the governors.