If a child moves on to amber three times in a week, they will also be given a red slip to bring home. Amber and red incidents are recorded by staff and monitored by the Assistant Head Teachers on a termly basis.

Staff use their knowledge of the children and their professional judgement when using the traffic lights. For example, children may be given more than one reminder before moving to amber or move straight to red for serious incidents. It is very important that we work together and so it would greatly help us if you would inform a staff member of any reason or situation that may be effecting your child’s behaviour at a particular time.

What happens next?

If your child’s behaviour is giving staff cause for concern then we will use some or all of these support strategies depending on the nature of the behaviour.

The teacher may ask a support assistant to work with your child in an individual or small group. They may also carry out some observations of your child around school.

The teacher may also ask the Assistant Head Teachers to put strategies in place to help improve your child’s behaviour. If there is no improvement, then the Assistant Head Teachers will meet with you to put a behaviour contract in place.

If there is still no significant improvement, then an Individual Behaviour Plan (IBP) will be drawn up in consultation with the Special Educational Needs Co-ordinator (SENCO).

At this point, if there is no improvement, the Head Teacher will meet with you to discuss further action needed.

A referral to outside agencies e.g. Educational Psychologist or Behaviour Support Service may be made.

Finally, exclusion from school may be used in extreme circumstances.
At South Wellfield First School, we value the partnership between school and home. We have produced this leaflet to outline our behaviour policy which has been recently reviewed by staff and governors.

Our aim is to encourage the following attitudes in and around the school.

(a) Caring.
(b) Sharing.
(c) Consideration.
(d) Courtesy.
(e) Listening to and tolerance of others.
(f) Being polite and friendly.
(g) A sense of responsibility.

We have a set of rules called “The Wellfield Code”

- Be caring and friendly
- Always do your best
- Look after our school
- Be sensible, be safe

The Wellfield Code is displayed all around school. A class copy of the code is signed by each child and is displayed in the classroom to act as a reminder throughout the year.

We expect certain behaviour in and around the school

1. In the classroom
   - follow the Wellfield Code
   - be polite and respectful
   - listen carefully to the teacher
   - take turns
   - share equipment
   - be ready to learn

2. Moving around school
   - walk quietly around school
   - keep to the left side of the corridor
   - be considerate to others
   - respect other people’s space
   - hold the door open for others
   - line up quietly and smartly

In the playground

- respect other people
- share playground equipment and games
- take turns
- be kind to others
- put rubbish in the bin
- be responsible for your own actions
- when the bell rings stand still, then line up quietly and calmly
- speak kindly to others

If your child follows the Wellfield Code, they will be rewarded in a variety of ways depending on their age. Specific rewards are discussed and agreed in each classroom however they may include the following:

- Praise
- Stickers
- Extra responsibility
- Star of the Day
- A note home
- Parents being spoken to about positive behaviour
- Certificate in Assembly

Sometimes things do go wrong and children choose not to follow the Wellfield Code. In these situations all children are expected to accept responsibility for their actions and the consequences for them. Staff will discuss the issue with the child and help them to understand what was wrong with their choice and what the right thing to do would have been.

We use a traffic light system throughout school where each child starts the day on ‘green’. There may be times your child might move onto an ‘amber’ traffic light. This gives them an opportunity to stop and think about their actions. In most cases this is enough and so the child alters the behaviour.

If the behaviour does not improve then they will be moved to a red traffic light which is accompanied by a red slip. While staff make every effort to speak to parents about incidents resulting in a red it is not always possible and so a red slip must be acknowledged by parents.