SOUTH WELLFIELD FIRST SCHOOL

BEHAVIOUR FOR LEARNING POLICY

Rationale and Purpose

The following people were consulted in the drawing up of this policy: teaching and support staff, lunchtime supervisors and governors.

At South Wellfield First School we firmly believe that the expectation and encouragement of high standards of good behaviour are crucial in the development of a positive and successful learning environment. We aim to provide a supportive environment in which children can develop their skills and abilities to the full, without fear of criticism or ridicule and without disruption. We believe that good behaviour will ensure the smooth running of the school, and create a safe environment in which to work.

The purpose of our policy is to establish a set of guidelines, which make clear to everyone associated with the school the sort of behaviour we wish to encourage. To achieve this we adopt a whole school approach, so that all staff, parents, children, lunch time assistants and governors can all work together to promote responsible behaviour and self-discipline, and to encourage mutual respect between both adults and children for the common good of everyone in school.

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.

Our behaviour policy sets out a framework for achieving these attitudes by examining behaviour in the classroom and behaviour around the school and looking at these in the context of the general aims for South Wellfield.
School Rules

We have a set of rules, “The Wellfield Code” which relate to

- relationships;
- the work of the school;
- the school: its building and fabric;
- property

The Wellfield Code

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

The Wellfield Code is displayed around school. A class copy of the code will be signed by each child and will be displayed in the classroom to act as a reminder throughout the year. It is expected that at the beginning of each school year there will be a special emphasis on the Wellfield Code and the rules, and then reinforced at intervals throughout the year.

The classroom rules will be phrased by the children so that they have ownership of them, and will be in the language appropriate for the stage of the children.
Expected Behaviour at South Wellfield First School

1. In the classroom
   - follow the Wellfield Code
   - be polite and respectful
   - listen carefully to each other and to all members of staff
   - take turns
   - share equipment
   - be ready to learn
   - follow the rules agreed for the classroom

2. Moving around school
   - walk quietly around school; remember others may be working
   - be considerate to others
   - respect other people’s space
   - hold the door open for others
   - line up quietly and smartly

3. In the Playground
   - respect the adults on duty (teachers, support staff and lunchtime supervisors)
   - respect other people
   - share playground equipment and games
   - follow the rules as you use the equipment
   - take turns
   - be kind to others
   - put rubbish in the bin
   - be responsible for your own actions
   - when the bell rings stand still, wait for the second bell, then line up quietly and calmly
   - speak kindly to others
**Positive Rewards**

Rewards are a positive way of reinforcing and encouraging high standards of behaviour and work. It is important to encourage and support each child in raising his/her self-esteem. We will always recognise and encourage good behaviour. Often a word of praise is sufficient, but when the teacher feels that it is appropriate other rewards and privileges may be used. Such rewards and privileges include:

1. **Positive rewards used in school include:**
   
   a) Praise, smiley badges, stickers and stamps
   b) Positive comments to parents, informally and in home/school liaison book
   c) Special responsibilities either in the class or around the school
   d) Achievement certificate awarded to one or two children in each class each week. From time to time, a specific theme may be announced on Monday and certificates relating to the theme will be awarded during Friday afternoon assembly.
   e) Showing the Head teacher good work and receiving a Head teacher’s award.
   f) Certificate for learning 2/5/10 times tables
   g) Certificate for number bonds to 20. A silver notebook for number bonds to 10. A gold notebook for all multiplication and division facts to 12.
   h) Praise Pad Note home to parents/carers. Verbal feedback to parents/carers in EYFS (Nursery and Reception) and Key Stage 1.

2. **Special Responsibilities**

Children in each class will have the opportunity to take on additional responsibilities. The responsibility given will depend on the age of the child and will be given at the discretion of the class teacher. Examples could include taking the class register to the office.

3. **School Council**

Two children will be chosen as School Council Representatives and two as Deputies. All representatives are elected, democratically by the children in each class to serve on the School Council. They can be identified around school by their blue or purple badges. Reception children will join the Council in the Summer Term. The Council will meet each half term with the School Council Teacher Representatives to discuss school issues. Council representatives will feed back information to their class and seek the views and opinions of all children in their
class. Names and photographs of School Council representatives will be displayed on the ‘Pupil Voice’ noticeboard in the corridor near the dining hall.

Examples of Rewards for each Key Stage

1. Early Years (Nursery and Reception)
   Praise
   Stickers
   Star of the Day/ Special Helper
   Responsibilities
   ‘Line up’ stars

2. Key Stage 1 (Years 1 and 2)
   Praise
   Stickers
   Responsibilities
   Proud Cloud (Y1 only)
   Shell in the jar (Y2 only)
   Mini Certificates
   Individual points (Y2 only)

3. Key Stage 2 (Years 3 and 4)
   Praise
   Stickers
   Class certificates
   Table Points
   Individual points
   Responsibilities
   Mini certificates
   Secret Student
   Wellfield Owls

As South Wellfield has achieved Healthy School status, food rewards will not be used in school (i.e. sweets, biscuits or chocolate).
As appropriate, a class or year group may take part in a whole class project to address a particular need e.g. lining up smartly. The children will earn points for their class and have a whole class reward if successful.
(A) Procedures for dealing with Inappropriate Behaviour

Sometimes children may forget the aims we have established for encouraging good behaviour. They will be reminded on a regular basis.

In the first instance, staff concerned will try to deal with the incident themselves in the following way:

I. Give reminders of expectations and the consequences of inappropriate behaviour using the Traffic Lights system. (see Appendix 1)

II. Use of a time out space within the classroom area. E.g. time out spot, quiet working table. Use of a partner class for a separation for a short period of time.

III. With younger children in particular, discuss behaviour issues as they arise with the class, with the emphasis on being positive.

IV. Constant disruptive behaviour in the classroom will be reported to one of the senior teachers or Assistant Head Teachers who will meet with the child to discuss their actions and outline the next steps in this policy at an age appropriate level.

V. Persistent or more serious offences will be recorded.

VI. Behaviour which may be recorded could include:
   a. Verbal/physical aggression
   b. Disrupting the lesson/work of the class/staff
   c. Damage to property

VII. Incidents during playtimes, lunchtime and PPA time will be recorded by the relevant staff member and reported to the teacher.

VIII. The teacher will speak to the parent/carer at the end of the day.

IX. The class teacher will request a more formal meeting with parents if a red slip has been given on two occasions in a half term or if behaviour continues to be cause for concern. At this point a regular means of communication will be established, for example a chart or a diary.

Staff will use their discretion, professional judgement and knowledge of the individual children when deciding which sanction is appropriate.

However, even after constant reminders there may be some children who persistently misbehave and it may therefore be necessary to take further action.
(B) Further Action

I. Involvement of Support Staff
Support Staff can be involved in behaviour issues to gather evidence for the teacher or Assistant Heads, support the child and to liaise with parents and other agencies. This work will be personalised to meet the needs of the child and the situation. It may include social skills group work, individual time to talk or a lunch time project to promote positive behaviour e.g. Playground Project.

II. Involvement of the Assistant Head Teachers
   a. In the event of there being no improvement in the child’s behaviour, the Assistant Head Teachers will work with the child, the class teacher and Support Staff to put in place further strategies to help improve the child’s behaviour.
   b. If there is still no improvement the Assistant Head Teachers will speak with parents and put in place a formal contract between the parents and school in which the child’s behaviour is monitored for a period of two weeks. This will be done either by a daily target/monitoring sheet which will go home at the end of two weeks or by a report book to be sent home each night, which parents will have to sign.

III. Individual Behaviour Plan
   a. If, after the above course of action, there is no consistent improvement in behaviour then an individual behaviour plan will be drawn up in conjunction with the class teacher and Special Needs Co-coordinator (SENCO). This will set out small targets for the child to meet. This will reviewed each term. An individual plan will also be used with children who require social, emotional and mental health support (please refer to our Special Needs Policy).

IV. Involvement of Head Teacher
   a. In the event of there being no improvement in the child’s behaviour, the matter is referred to the Head Teacher who will send a letter home to the parents, requesting that they come into school to discuss their child’s behaviour and put in place a programme for improvement.

V. Referral to external agencies
   a. If, after this, there is still no improvement, the child will be referred to external agencies such as Educational Psychologist or Silverdale (Outreach Team for Behaviour Support) who will arrange to see both parents and child. A pastoral support plan will be drawn up in consultation with the SENCO.

VI. If a child’s behaviour continues to give cause for concern it will be explained to parents that their child could risk exclusion if there is no immediate improvement in their behaviour. If exclusion becomes necessary, then a minimum term of 3 days would be imposed. Parents would be informed by
letter as to the reasons and also the period that the child would be required to stay at home. The Governing Body will also be informed.

Our aim is to provide a happy and secure environment where all children can learn to share and work with each other in a spirit of co-operation and where their achievements are always valued by everyone. However, in circumstances where behaviour is unacceptable, we reserve the right to take all the necessary steps to ensure that the required high standards of behaviour are maintained throughout the school.
Staff Responsibilities are

- Be consistent
- Promote positive behaviour throughout the school.
- Ensure children are safe and secure.
- Work with all staff to promote acceptable behaviour.
- Set high standards of behaviour.
- Deal promptly and efficiently with any problems and follow-up any incidents.
- Speak to parents and carers politely.
- Keep parents and other professionals informed.

Children’s responsibilities are:

- Follow “The Wellfield Code”.
  
  Be caring and friendly  
  Always do your best  
  Look after our school  
  Be sensible, be safe

- Be honest.
- Respect adults and other children
- Tell an adult if there is a problem and let them sort it out.

Parent/Carer Responsibilities are:

- Support staff within school.
- Speak to all staff politely and with respect.
- Support the school rules (i.e. The Wellfield Code).
- Inform school of any changes at home which may affect the child’s behaviour in school.
- Speak with the class teacher, in the first instance, if you have any concerns.
- Encourage your child to talk to you about any concerns and encourage them to speak with a member of staff.
- Ensure your child is dressed appropriately and comes to school equipped and ready to learn.
- Ensure that the good reputation of the school is not damaged through the use of communication devices e.g. social network sites.
Appendix 1

**Traffic lights System**

All children start the day on green.

Where children display exceptional behaviour they have the opportunity to move to gold and will receive a reward appropriate to that year group.

If a child chooses to behave in an inappropriate manner, they should be given a reminder of the correct behaviour. A time out strategy may also be used.

If the child continues with the inappropriate behaviour, their name will move to amber.

At this point if the child’s behaviour improves, then they can return to green.

If the child’s behaviour does not improve, then they should be moved to the red traffic light. Another reminder could be given at this point before the child moves to red.

At this point a consequence will be given including missing part of playtime or having to walk with the adult on duty at playtime.

Once a child has moved to red, they should not move back to green until the start of the next day, or for younger children, until the consequence has been enforced.

Moving to red is also accompanied by a red slip to inform parents (Appendix 3). This must be acknowledged by parents otherwise the child does not play next day. They walk with the adult on duty instead.

If a child is moved to red, then they could be excluded from out of hours clubs or school discos or have responsibilities removed at the discretion of school staff.

Moving to amber on three occasions in a week also results in being moved to red and a resulting red slip is sent home.

If a child has been given 2 red slips in a half term, then the class teacher will meet with parents to set up a communication book or behaviour chart.

If a child is moved to red on three occasions during a period of a half term, then the Assistant Head Teachers will be involved.

The Assistant Head Teachers or a member of the Senior Management Team can, of course, be involved earlier for constant disruptive behaviour and serious issues.

If there is no improvement in behaviour, then follow section B Further Action of this policy.
Appendix 2

SOUTH WELLFIELD FIRST SCHOOL

Notification of a 'Red' behaviour incident

Date

Dear

I am sorry to tell you that __________________ moved to red on our behaviour system today. This was due to the following unacceptable behaviour

__________________________________________________________

__________________________________________________________

In our behaviour policy, children are given reminders about the correct way to behave before they move to 'amber' warning status. If they chose to continue to behave inappropriately then they move to red. Of course, if an incident is deemed serious and/or violent then a red card can be given without an 'amber' warning.

I am sure that you are as disappointed as I am. I would appreciate you talking to your child about this incident and reinforcing our 'Wellfield Code'

   Be caring and friendly

   Always do your best

   Look after our school

   Be sensible, be safe

Please acknowledge receipt of this note either by phoning school at 8.30am or by writing me a note. This letter must be acknowledged or your child will have to be supervised by an adult during playtimes tomorrow.

Yours faithfully,