

**BEHAVIOUR POLICY**  
(version 6.0)

**Name of School :** **Weston Favell CE Primary school**

**Committee/Person(s) Responsible:** **C & L Committee**  
**Deputy Headteacher, Governors**

**Distribution:** **Governors/staff**

**Review Date:** **January 2020**

Policy written by Governors' C & L Committee and adopted at Full Governing Body meeting December 2007.

Document Reviews

<b>Version</b>	<b>C &amp; L</b>	<b>Adopted Full Govs</b>	<b>Comments</b>	<b>Initial</b>
1.0	Nov 2007	Dec 2007	Many amendments to the whole policy due to significant developments in school procedures.	SH
2.0	Oct 2008	Nov 2008	Minor amendments to this policy.	SH
3.0	Feb 2010	Mar 2010		
4.0	January 2011	29/03/12	Minor amendments to this policy	SH
5.0	January 2014	27/03/14	Significant amendments to this policy	SH
6.0	January 2016	Mar 2016	Significant amendments to this policy	JR

## **Behaviour Policy**

*The school is committed to creating a caring, secure, stimulating and Christian environment in which individuals feel respected and valued, and are enabled to attain their optimum potential.*

### **Our Aims**

At Weston Favell Primary School we believe that children should learn in a safe and secure environment. We strive for children to demonstrate impeccable behaviour whilst in school as well as encouraging a high standard of attitudes to learning. Together, these attributes are essential skills, contributing to successful school and adult lives.

We aim to:

- encourage self discipline
- encourage a sense of pride in school
- encourage children to be responsible for their own actions in order to develop a caring attitude for themselves, other people, their property and surroundings
- use a consistent and fair approach at all times
- liaise effectively with all parties involved, with the interest of the child paramount
- discuss with the children their rights and responsibilities, to nurture the values of tolerance and understanding
- encourage a thirst for knowledge and a love of learning

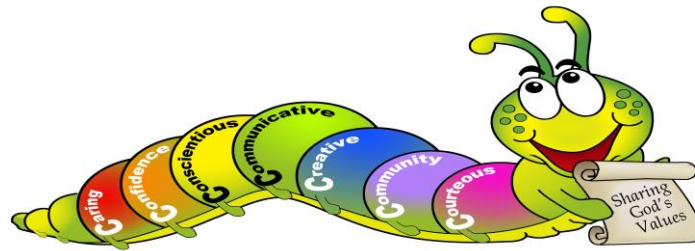
We support our behaviour expectations through rewarding good behaviour and imposing sanctions when unacceptable behaviour occurs.

### **Implementation**

- Parents are requested prior to the children entering the school to read and sign the Home/School Agreement (appendix 1), which outlines our behaviour and discipline expectations.
- Children are made aware of the school's expectations regarding behaviour when they enter school.
- We teach and demonstrate good behaviour, focusing on positive role models.
- We discuss issues and involve the children in decision making during class 'Circle Time' activities, Class Council and PSHE lessons.
- In our PSHE curriculum, morning services, story times and class discussions we incorporate topics such as anti-bullying and anti-racism and expect children to respect others without prejudice or discrimination at all times.
- All classrooms and communal areas display our 'Caterpillar Values.'
- We use morning services to reinforce the 'Golden Rules' and 'Caterpillar Values'
- We use drama to explore situations and solve problems children might encounter in real-life.
- We identify children who find it difficult to work within our Caterpillar Values and implement additional strategies to support them.
- All classrooms display a sanctions poster (see Appendix 2).
- Teacher and Parental Partnership – teachers have regular informal contact with parents to discuss a child's behaviour and approach to learning.

## **OUR CATERPILLAR VALUES**

Our '**Caterpillar Values**' describe the ways in which we can **live and learn** successfully together. Each value begins with the letter 'C'. Seven Cs' together make up our '**Caterpillar Values**'.



### **Compassion**

We show kindness and true respect for each other. We support each other at difficult times and pray for those far away in times of difficulty. We know that whatever we do, God will forgive us.

### **Courage**

We have respect for ourselves and take responsibility for one another. We recognise injustice in the world and think about our role in fighting injustice. We stand up to for bullying and we challenge ourselves to do our best.

### **Conscientious**

We become engaged in our learning and look forward to new challenges. We can learn by ourselves as well as with others and we are not afraid to get things wrong! We don't give up; we keep on trying!

### **Communicative**

We listen carefully to others and are able to express ourselves clearly and confidently. We try to be cheerful and have a positive outlook on life.

### **Creative**

We ask interesting questions and think about new ways to solve problems.

### **Community**

We get on with one another and understand that we all have special talents and needs. We show respect and care for members of our school community and beyond.

### **Courteous**

We behave politely, respectfully and courteously to everyone in our school and the wider community so that everyone feels welcome, comfortable, valued and important.

## **Rewards**

To encourage and support our children to follow our 'Caterpillar Values', we use a range of positive incentives.

- **Dojo Points**

Children are awarded Dojo points for showing any of the behaviours displayed on our caterpillar.

- **Individual teacher strategies**

Class teachers have individual strategies for rewarding good behaviour and attitudes to learning within the classroom. Stickers and 'Special person of the Week' awards' are two examples of positive incentives used.

- **Special Person of the Week**

Every child in the class is chosen to be the 'Special Person' for one week of the year. Other children collectively share their views on the positive aspects of the child's personality, talents and skills. These comments are then recorded onto a certificate which is presented at Friday's 'Celebration Service' and then taken home.

The child also has responsibility for undertaking tasks about school e.g. taking the register, delivering messages etc.

<b>Sanctions</b>
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**All classrooms display a sanctions poster which demonstrates in words and pictures our sanctions process.**

- **'The Look'**

Sometimes this is enough to warn a child that their behaviour is unacceptable and that they must do something to change it.

- **Verbal warning/Reminder of 'the rule'**

- **Orange card given**

As this is given the child writes his/her name on the board, as a reminder to the child as well as to inform other adults who may be teaching the class later in the day. Lunchtime Supervisors may also give orange cards and will inform the class teacher at the end of the lunch break.

- **Removal to another activity**

In the classroom this could involve the child being moved to a different table or being removed from a particular activity. In the dining hall they would be moved from particular friends onto a different table. In the playground the children would be taken away from a game.

- **Staying in for part of playtime/lunchtime**

This need not be for a long period of time. One minute is often enough if a child is separated from a friend. In more severe cases we may want to keep children in for longer, but preferably not the entire break as all children need to 'let off steam'.

- **Further Orange Cards**

If poor behaviour persists, the child may be given up to two more orange cards throughout the day. Orange card sanctions never carry through to the next day.

- **Red Cards**

Red cards are issued if a child fails to act on the reminder about the rule. In severe cases the child may be given an immediate red card. They can be issued by all classroom based staff. When a red card is given the teacher informs the parent at the end of the day. The child is also given a 'Conscience Time' slip to complete at home with their parents (see appendix 3). This requires the child to consider their wrong doing and record ideas on how they might behave in future.

Where parents do not collect their child at the end of the day a phone call will be made by the teacher and a conscience time slip will be put into the child's book bag.

Both parents and the child will sign this slip and return it to school the following day. The teacher will record the incident and keep the conscience slip for possible reference at a later date.

- **Missing break time**

All children receiving a red card will miss the majority of the following day's lunch break,

be spoken to by the head/deputy head teacher and sit outside her office for a specific amount of time. KS1 children will sit for less time than KS2 children and individual circumstances may also apply.

- **5 Red Cards**

In instances where a child receives up to 5 red cards the Head teacher will be informed and a meeting will be held with the child's parents. A programme of support is put in place to avoid reoccurrence of poor behaviour, which will include agreed strategies for use at home and school. Improvements will be expected as a result of this communication.

- **Fixed term exclusion**

Persistent non-compliance will result in a period of fixed term exclusion. The period of exclusion is dependent on the severity of the incident and is ultimately at the Head Teacher's discretion.

This step is only taken when in-school support and previous contact with the parents has failed to impact on the child's behaviour. The child would have had ample opportunity to change their behaviour and make informed choices before this stage is reached. A formal meeting will take place with parents, Head Teacher, class teacher and a representative from the school governors' Appeals/Exclusion committee, to agree the terms and conditions of the fixed term exclusion.

- **Reintegration after fixed term exclusion**

A meeting will be arranged with parents, Head Teacher, class teacher and a representative from the school governors' Appeals/Exclusion committee. The aim of the meeting is to create a contract, which details targets that the child has to meet. These targets relate directly to the reason for exclusion. In severe cases the child may have a staged programme of reintegration into school. All parties are asked to sign the contract to demonstrate an understanding of the school's expectations.

- **Permanent Exclusion**

This severe measure is only taken by the Head Teacher and ratified by the school's governing body when there is total non-compliance from the child.

## **Exceptions**

For children who have specific needs there may be some amendments to the whole school rewards and sanctions systems.

### **Individual Cases**

Teachers will miss out the sanction steps detailed previously if:

- the behaviour is severe
- the sanction steps are not working
- the child's safety and/or that of others is at serious risk.

### **Monitoring Chart**

Such charts are devised on an individual basis and signed at the end of each teaching session/break time by the adult responsible.

The involvement of parents is paramount if poor behaviour is to be managed successfully. Teachers will keep parents informed throughout the process.

## Appendix 1: Home School Agreement

### The School

As a school we will support your child's learning in partnership with the family by:

- ☺ Providing a happy, safe, supportive and Christian environment.
- ☺ Encouraging a love of learning by praising success and effort.
- ☺ Ensuring your child has the opportunity to achieve his/her full potential as a valued member of the school community.
- ☺ Offering a broad and balanced curriculum which addresses the individual needs of your child.
- ☺ Building strong home/school links through written reports and regular meetings.
- ☺ Encouraging your child to take care of their surroundings and others around them.
- ☺ Not tolerating discrimination in any form including social class, ethnic origin, gender, age, nationality, language, religion, disability, sexuality or a person's size.

### The Family

As a family you will support your child's learning in partnership with the school by:

- ☺ Encouraging a love of learning by praising success and valuing achievement.
- ☺ Taking a positive interest in your child's school life.
- ☺ Making the school aware of any concerns or problems that might affect your child's school life.
- ☺ Supporting school policies and guidelines for behaviour.
- ☺ Ensuring that your child attends school regularly, on time and is properly equipped. Informing the school of your child's absence by 9.30am.
- ☺ Ensuring that your child is collected from school promptly and that the school is notified in advance if your child is to be collected by an elected responsible adult.
- ☺ Supporting your child in his/her learning by overseeing homework and other opportunities for home learning.
- ☺ Attending parent consultation evenings.
- ☺ Walking to school whenever possible and not parking on Westwood Way, in order to make our school a safer place for all.

- ☺ Not writing grievances on Facebook/social media sites, and agree to come into school to discuss any issues or concerns

**The Child**

*As learners at Weston Favell Church of England Primary School we will live by our Caterpillar Values which are:*

**Compassion**

We show kindness and true respect for each other. We support each other at difficult times and pray for those far away in times of difficulty. We know that whatever we do, God will forgive us.

**Conscientious**

We challenge ourselves to do our best. We can learn by ourselves as well as with others and we are not afraid to get things wrong. We don't give up; we keep on trying!

**Communicative**

We listen carefully to others and are able to express ourselves clearly and confidently. Through prayer, we say thank you to God for the gift of life.

**Creative**

We ask interesting questions and think about new ways to solve problems.

**Community**

We get on with one another and understand that we all have special talents and needs so that we all feel included. We support each other and build friendships.

**Courteous**

We behave politely, respectfully and courteously to everyone in our school and the wider community so that everyone feels welcome, comfortable, valued and important.

**Courage**

We have respect for ourselves and take responsibility for one another. We recognise injustice in the world and think about our role in fighting injustice. We stand up to for bullying and we challenge ourselves to do our best.

Signed \_\_\_\_\_ Parent/Carer

\_\_\_\_\_ Child

\_\_\_\_\_ Date

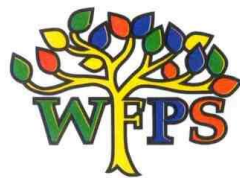
(Please read this agreement with your child and sign and return the single sheet of paper to school)

**Appendix 2- Sanctions Poster** (classroom posters include pictures)

1. **A warning look.**
2. **A verbal warning.**

3. An orange card given.
4. Move to a different area.
5. Stay in for part of playtime.
6. Up to 2 more orange cards.
7. Red card and 'Golden Time' missed.
8. 5 red cards = meeting with Head Teacher and parents.

**Appendix 3- Conscience Time Slip**



**Conscience Time**

Today my behaviour at school was unacceptable and I was given a red card because \_\_\_\_\_

In future I will improve my behaviour by \_\_\_\_\_

Signed \_\_\_\_\_  
(Child)

\_\_\_\_\_  
(Parent/Carer)

\_\_\_\_\_  
(Teacher)