

WEST HAM C of E Primary SCHOOL

Behaviour Policy

Rationale

The staff at West Ham Church of England School believe that all children are of equal value and all have rights. The right to move with freedom, to be listened to, to learn, to have respect and to be respected, to be safe and to be able to communicate. The results of a successful behaviour policy is that each and every child will experience these rights which in turn will enable the school to be a welcoming place where everyone can be safe and happy and therefore able to learn.

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To make boundaries of acceptable behaviour clear and to ensure safety
- To raise awareness about appropriate behaviour
- To help children, staff and parents have a sense of direction and feeling of common purpose.

Children's Responsibilities:

- To work to the best of their abilities, and allow others to do the same
- To treat others with respect
- To obey the instructions of the school staff
- To take care of the school environment, and have respect for school property and that of others.
- To co-operate with other children and adults

Staff Responsibilities:

- To treat all children fairly and with respect
- To raise children's self esteem and develop their full potential
- To provide a challenging, interesting and stimulating curriculum
- To create a safe and pleasant environment, physically and emotionally
- To set clear rules and sanctions and follow them consistently
- To be a good role model
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To recognise that each child is an individual and to be aware of his/her (special) needs.

The Parents' Responsibilities:

- To make children aware of appropriate behaviour in all situations

- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations

Parents are informed of the standards and expectations of behaviour within the school through: -

- The school prospectus which they are given when their child joins the school
- Parent consultation meetings which are organised three times a year
- At year group meetings at the beginning of the autumn term each year where the phase leaders (Foundation Stage, KS1, lower and upper KS2) meet parents and introduce themselves and talk about expectations and work for the year
- Informal meetings with the teacher during the school year
- Attendance at assemblies and special events such as sports day
- The signing of the Home School Agreement when the child joins the school. This will now be sent annually, as a reminder of the agreement.

Induction

Staff are informed of their responsibilities and expectations for them through;

- Induction
- Meetings with SLT
- Staff briefings

Children are informed of their responsibilities and of the expectations through:

- Assemblies
- Meetings with teachers

Strategies and Rewards to Encourage Good Behaviour

Standards of behaviour are set through example and clear expectations. The children are encouraged to take responsibility for their own actions and behaviour. Good behaviour is praised both privately and publicly and attention is given for success, not failure. There is an emphasis on encouragement, motivating children and positive feedback.

Class Rules

Each class will work to devise their own class rules. This is done at the beginning of the academic year and reviewed at the beginning of each term.

Class rules are based on the following:

1. The way we treat each other in class / school
2. The way we learn in class / school
3. How we can feel and safety in our class / school
4. The way we move around our class / school
5. The way we communicate with one another
6. The way we care for the school, our classroom and one another's property
7. The way we are able to solve our own problems.

Use of Positive Language

We will use positive reinforcement to promote and encourage good behaviour e.g. 'Thank you for walking'.

We will acknowledge children who are behaving well by drawing attention to their achievements. This will be done in a variety of ways, depending on the age of the children. In the case of younger children, a smile or a clap might be appropriate. All children who are working well and behaving appropriately will be given plenty of praise and encouragement.

Values system

The school employs a values system. Every term we learn a new value which is displayed throughout the school and promoted through assemblies and in the classroom. Our values are:

Term	Cycle 1	Cycle 2
1	Service	Responsibility
2	Generosity	Peace
3	Compassion	Respect
4	Trust	Friendship
5	Wisdom	Perseverance
6	Humility	Truth

Record of Achievement system

The school merit system is the Record of Achievement Sticker system. All children in EYFS, KS1 & KS2 are issued with a Record of Achievement Sticker Chart. Stickers are awarded by all members of staff as rewards for effort, work and good behaviour. When the children have gained the appropriate number of stickers for their age their cards are signed by the Head teacher or Deputy Headteacher. Prizes are awarded according to the number of stickers they have. The children are then eligible for Bronze, Silver, Gold etc. Certificates.

The Headteacher may send a postcard home by mail, when a child has been exemplary or made progress. The focus this year will be for reading, writing and maths.

Teachers are not encouraged to develop separate merit systems, but in exceptional cases they **must discuss this with their Phase Leader** and the leadership team will make the decision.

Marble Treats

Teachers award marbles for exemplary whole class behaviour. The marbles are to be kept in a jar. When the predetermined number of marbles are acquired, the class is given a treat which could be watching a DVD or extra play or a visit to the park. In particular instances, a decision may be made by SLT to replace marble treats by other more appropriate awards for the class.

Lining up

Points are awarded to the best class to line up in silence once the whistle has been blown at the end of each playtime. The teacher on duty will award the points. A child will be chosen from the winning class to inform the office staff who will keep a record. As a result of gaining a large number of points, the winning class will receive additional play time.

Clubs and West Ham Helpers

A range of lunchtime clubs and West Ham Helper activities are run to keep children gainfully occupied and minimise behaviour problems.

Special Events

At the end of the autumn, spring and summer terms, teachers nominate children in their class who have displayed exemplary behaviour and work, have shown improvements in attitude and their work, been sensible, helpful, or to have had a positive influence on the school, for a termly special event. These children could be those who may have been overlooked by the sticker system or other forms of rewards. When possible, this will happen more frequently.

Achievement Assemblies

Every week, teachers choose children who have made progress, have been exemplary or produced significant pieces of work. Teachers record the children who have been awarded certificates to ensure fairness.

Unacceptable Behaviour

The following types of behaviour are unacceptable:

- Rudeness and aggression
- Fighting or physical attacks of any kind
- Swearing, name calling, racist or sexist remarks
- Disrespect of any type to another child or adult
- Threatening behaviour (actual or implied), bullying
- Telling lies, dishonesty
- Unco-operative and defiant behaviour or answering back
- Stealing or damaging property
- Leaving the class or school without permission
- Offensive language or disrespect to others (e.g. spitting)

Strategies and Sanctions for dealing with Unacceptable Behaviour

Calming down

When dealing with a child who has displayed unacceptable behaviour we recognise the need for that child to calm down and be removed from the situation. This may be achieved by asking the child to sit on his/her own. The teacher may follow the procedures of the warning, yellow and red card systems.

Listening

Staff at the school aim to be good listeners, recognising that children may be able to modify unacceptable behaviour if they are encouraged to accept responsibility for themselves. It must be recognised that listening effectively can only occur at certain times e.g. a child who has been disruptive in the classroom would have to wait until playtime or lunch time before he/she were given the opportunity to discuss his/her problems with an adult fully.

Learning Mentor / Family Support Worker

The role of our Learning Mentor is to help and support vulnerable children and to support staff working with those children. The Learning Mentor runs a Nurture club at lunchtimes for these children to play and have the opportunity to talk to an adult. The Learning Mentor meets regularly with parents and outside agencies and attends review meetings.

Children in need of support are identified by the SENCO, Learning Mentor and class teachers. Parent's permission is sought to place a child with behavioural difficulties on the in school register and the support of the Behaviour Support Service is requested where appropriate. Progress is reviewed termly.

In class behaviour warning systems

A behaviour warning system is operated in our school. Children who display unacceptable behaviour are given a warning and a series of cards if they persist with the behaviour as follows:

- Verbal warning
- First yellow card
- Second yellow card
- Red card – Final warning

A child who is given a red card will be sent to another class by their phase leader or a member of the SLT and the child's parents will be informed by the class teacher. Class teachers record their use of yellow and red cards on a Behaviour Monitoring Proforma.

Withdrawal of privileges

On rare occasions, marbles may be taken away for unacceptable behaviour by the whole class or other privileges withdrawn.

Lunchtime Behaviour (Time Out)

Lunchtime Supervision

The school meal/midday supervisors are responsible for the children during the Lunch Break. The Senior Leaders are also on duty at various times during the lunch break. The same code of conduct applies during the lunch break as at any other time. Children are reminded to 'Be kind, be safe and be responsible.' Children are expected to show respect to the midday supervisors and to obey the rules. The midday supervisors report unacceptable behaviour to the Senior Supervisor or Senior leaders who will decide whether a child should be sent to the Lunchtime Behaviour Club. They also keep a notebook in which they jot down names of children who they have not been able to deal with immediately.

Time Out

Persistent misbehaviour and poor attitudes in the classroom, during playtimes or lunchtimes will result in the withhold privileges. Children who display unacceptable behaviour at playtime or lunchtime are sent to the Lunchtime Behaviour Club where they will have the opportunity to discuss their misbehaviour and strategies to avoid repeating the behaviour. Parents will be informed if their child persistently misbehaves.

If unacceptable behaviour continues and we are unable to resolve the problems the ultimate sanction will be for the child to be excluded from school during the lunch break. Parents will be informed if there is a possibility that their child will be excluded from school during the lunch break. Very often at this stage if parents and staff work together the exclusion will not be necessary. Parents will be given written notice about a lunch time exclusion and the length of the exclusion in the first instance. If the child's behaviour does not improve then the lunch time exclusion would need to be continued. It is essential to have parent's co-operation in order to implement this policy.

Peer mediators

We have trained peer mediators who go through an intensive programme. They support children to resolve conflict with their peers in the playground under the supervision of an adult.

Buddies

Our buddies are part of West Ham Helpers. They are on duty on a rota basis to support children who are new or those who feel lonely. They encourage children to interact with their peers and take part in activities.

Exclusions

Children who are at risk of exclusion are put on a pastoral support programme. A member of the local authority's behaviour support team will work with the class teacher and parents to put targets in place to try to prevent an exclusion. Where it is thought by the school to be appropriate, children are sometimes excluded internally prior to giving fixed term exclusions.

Fixed Term Exclusion

In extreme circumstances a decision may be made to exclude a child from school. A fixed term exclusion will be for no more than 5 days. The Headteacher will inform the parents of the exclusion and their right to make representation to the Governing Body and the LA.

Parents/carers of an excluded child, will be asked to attend a meeting **before** the child returns to school. All parties will agree on a plan of action which will set targets to help the child deal with his/her behavioural difficulties. A Pastoral Support Plan will be completed and a date set for review.

Permanent Exclusion / Managed Moves

Newham has adopted a system of managed moves to replace permanent exclusion. A Headteacher can exclude a child from school permanently where possible if in her judgement **the children return to school would seriously prejudice the education of the other children or would place the safety of the children and / or staff at risk.**

Managed Moves or Permanent Exclusion remains a last resort for when all else fails.

In this case the parents will be informed in writing and advised of their right to make representations to the Governing Body and the LA.

A meeting will be held to discuss the exclusion. The Head Teacher will write a report which clearly states the reason for the exclusion and the events which led up to the exclusion. The following people will be involved: the Head Teacher, the child's parents, and officer representative of the LA and 3 governors.

The Head Teacher's report is sent to all members of the panel as well as to the parents and LA. The meeting is formal in nature and minutes will be taken of the meeting, the decision reached and the reason for the decision. If the governors and the LA agree to the exclusion the parents have the right to appeal. The parents have 14 days in which to lodge an appeal with the Borough Secretary and Solicitor. The appeal is heard by an independent panel and their decision is binding.

Behaviour for learning expectations

We trust you to do what you should

We trust you to behave the way you should

We trust in you to follow these rules:

Respect each other and all grown ups that come into our school.

Listen the first time when adults and others are speaking to you.

Put your hand up if you wish to speak. Do not call out.

Let others concentrate.

Follow instructions, please do as you are told and focus on what you are being told.

Keep your arms and feet to yourself.

Work hard and try your best.

Respect each other and our differences.

If you see bags and coats on the floor in the corridor, pick them up.

Hold doors open for grown ups.

Procedures for:

Listening: Fold your arms when you are being spoken to by an adult or stand still. Do not fidget, yawn loudly, talking to other children, playing with items/objects, touch hair or play/ touch anything.

If you have not heard what has been said: Say, "Pardon/excuse me or pardon me."

Working at your table: Sit up properly, do not swing or lounge when you are sitting in your chair.

If you need to a tissue/need to clean your nose/need magic soap/tooth has fallen out: Put up your hand and wait to ask permission.

Drinking water: Do not keep your water bottle on your table.

Do not drink during carpet time or when the teacher is speaking to the whole class. Your teacher will tell you when the appropriate drinking times.

In the playground, ask an adult first. You must not drink water from the fountain when you should be lined up.

If you need to get out of your seat: Put up your hand and wait to ask permission.

Moving around the classroom and school: Walk around sensibly. Do not push which can cause children to fall over or a stampede.

If you need to go to the toilet: You must go before school, at break time and lunch time. Think – can I wait ten minutes until e.g playtime? In the playground, ask an adult first. You must not go to the toilet when you should be lined up.

Walk on the left when you are on the path.

If you have done the wrong thing: Take responsibility for what you have done. Begin with what you did, "I...". Do not answer back or argue, "But...but..." When the time is appropriate and if it is important, say, "Excuse me Miss...may I tell you that..."

If you need to go to separate lessons or tutors: Go to your tutor on time. Do not waste time in the toilets or on the path.

Answer "yes/no Mrs. Y

Yes please

No thank you

Behaviour for learning checklist

10:55a.m – teacher to check amount of work children have completed (based on behaviour chart) before giving permission to go out to play.

12:15p.m – assigned TA to collect checklist from Tanya then check the amount of work each child has completed (based on teachers' behaviour chart). Insufficient work= complete at 12:15-12:40 with Tanya. Assigned TA to leave checklist with Tanya.

2:45p.m – assigned TA / member of staff to check amount of work children have completed (based on class teacher's behaviour chart), reporting to SLT.

The monitoring of teaching will include the monitoring of learning behaviour.

Reinforcing behaviour for learning taken from Attention and Listening –Top Tips!!! (London Borough of Newham)

- Explicitly teach and model the 'rules' of 'Good Listening!' ('good sitting, good thinking, good looking, good waiting'). Refer to visual prompts - (please, see enclosed document 'Listening Cue Card'). This is a strategy that will benefit the whole class.
- Ignore low level disruption from high profile children.
- Change 'don'ts to do' – for example, "x, time for walking, please!" As opposed to "x, don't run." Telling children what we 'do' want is often more successful.
- When whole class instructions are given – chdn will need to be given the instruction again, to clarify understanding. Ask chdn to repeat back 'Key' vocabulary, before carrying out the task.
- Adults must be prepared to repeat instructions, as chdn may well forget – even during a short session.
- Present chdn with manageable targets – but one at a time, which is clearly and positively stated (to enable success). Gradually increase the number of targets given to encourage independence.
- Use a timer to help complete a task in a specified period of time.
- In addition to addressing the whole class, explicitly direct timed warnings to those children who need it before the end of all activities. Issuing regular updates on the time remaining for tasks ensures pace.
- During teaching and learning time, vocabulary should be accompanied with visual support e.g. objects, drawings, photographs, gestures.
- Active learners: incorporate movement breaks as well as improve ability to carry out and remember instructions.
- All adults in the classroom need to be consistent in their approach to adopting strategies to support chdn and model the desired behaviour. In order that they engages with the learning environment successfully and interact with both adults and peers appropriately.

Reviewed February 2015