



Wellington Primary **Behaviour Policy**

Aims:

- We aim to provide a positive, stimulating and secure learning environment with harmonious relationships among all those within our community.
- To develop children's social skills through ethical and moral awareness. To help each child develop self-discipline and nurture responsibility and respect for others in a safe, open and friendly environment.
- To encourage and reinforce good behaviour, communicate school expectations and strategies at home and school.

School Values

- The management of behaviour includes every aspect of our school and community life and can never be seen in isolation. It is only when a school and community move forward together in a spirit of co-operation, mutual respect and self-esteem that a behaviour policy can hope to achieve success.
- The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with high expectations
- emphasise the importance of being valued as an individual within the group
- promote honesty and courtesy, through example
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, ability, disability and social background
- show appreciation of the efforts and contribution of all

The Teaching and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils in their own learning, and structured feedback all help to promote self worth and raise personal attainment.

Rules and Procedures

Rules and procedures should be designed to make clear to children how they could achieve acceptable standards of behaviour. They should:

- be positively stated for the children
- have a clear rationale and made explicit to all
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole

Wellington Golden Rules

Respect each other and speak politely

We move carefully and quietly around the School building

We listen carefully to instructions and put up our hand when we want to speak

We stop, keep quiet and respond swiftly when the arm signal is used

We look after the school equipment and building

We only touch other people's things if they say it is okay

If we are unhappy we always ask for help

We celebrate our own and others successes

We always work to the best of our ability

Classroom Rewards and Sanctions

Although rewards are central to the encouragement of good behaviour, a visible referral procedure is available for dealing with repetitive problematic behaviour. Each class in Key Stages 1 and 2 have a red, yellow, green, silver and gold cards displayed. Foundation Stage has a version of the warning stages using a thinking chair instead of cards. **All pupils start each day on the green card** and can move onto the silver and gold cards when praised or to reinforce good behaviour.

Warning Stages

1. **1st warning** child's name is moved on to the Yellow card – they will then miss 5 minutes of the next play. This will be the responsibility of the class teacher.
2. If a **further incident** happens the child will be given a second warning and name placed onto red card. This will mean 10 minutes of "community service" within the classroom at next play or child is sent to a "partner teacher" for an initial 20 minutes. The class teacher will speak to the child's parent or carer that day.
3. If the child has been **on the red card 3 times** then the class teacher sends a letter or telephones the parents and informed the Head teacher, Deputy or Assistant Head. The phase leader who will also have spoken to the child with the class teacher. A will be expected with the parents and class teacher with a senior leader. The incident is logged by teacher in class log and pupils are put on a behaviour contract for 1 – 2 weeks by the Deputy Head or Head.

4. The **next new incident** that happens an appointment will be made by the class teacher for the parents, child and teacher to see the headteacher. (Report card, further parent involvement or inclusion/exclusion plans are a likely result.)

Reward Stages

1st reward – verbal praise and recognition of good choices. Child has their name placed on the silver card. Allowing others to learn from desired behaviour too. Team points may also be awarded.

2nd reward- excellent consistent behaviour is rewarded by moving the child's name on to the gold card.

KS2 -The teacher records that the child has been on the gold card and communicate this to parents. When the child has been on the gold card 10 times they are awarded a Gold Token. The child can then spend the Gold Token at the Head teachers Golden Shop on the last day of every half term. Each child takes home a Golden Behaviour certificate to celebrate with parents.

KS1- The teacher moves the child's name card onto the gold card and celebrates their excellent consistent behaviour that day with a sticker, wristband or certificate that goes home to inform their family.

Early years – Praise and reward stickers for good choices and good news shared verbally with parents.

Break and Lunchtime Rewards and Sanctions

SMSA staffs are encouraged to award team points and merits and also a worker of the week linked to the Meaningful Work Project. Sanctions reflect procedures in the classroom with yellow and red cards.

1. **1st warning** child given yellow card with SMSA explaining and discussing which golden rule that the child has chosen to break. The child stands with SMSA for 5 minutes. SMSA uses this time to talk to child and explain why behaviour is unacceptable
2. If **a further incident** happens the child will be given a second warning and given red card and child will do ten minutes thinking time with SMSA discussing golden rules as above.
3. If any further incidents occur with the same child or group of children they will be referred quickly to the Senior Teacher who is on duty. (Rota in the office)

Our Playground Golden Rules

We make good choices and play fairly.

We respect each other at all times.

We talk politely and listen to each other.

We take care of our playground and all the equipment.

We find a friend or a trusted school adult to help us if we have a problem.

SEN

Where there are concerns that a child's behaviour is affecting their learning or that of others the school will put them on the Special Needs Register after seeking parental permission. An Individual Education Plan (IEP) with behavioural targets will be written for the child. If necessary advice from outside agencies such as Teaching Support Services (TSS) or the Educational Psychologist (EP) will be sought.

This policy will be regularly evaluated and updated in accordance with the School Development Plan to ensure that

- all new staff are aware of the current practice in the respect of behaviour
- new developments and initiatives are taken into account
- Policy and practice in the school are consistent.

Bullying

We recognise that bullying may occur and the efforts of everyone within the school are directed at eliminating such behaviour.

Bullying of any kind is unacceptable. Pupils are regularly encouraged to report any incidents and know that they will be dealt with promptly and effectively.

Bullying is repeated behaviour that can be:

Physical – punching, kicking, hitting or any use of violence

Verbal – name-calling, sarcasm, spreading rumours or teasing

Emotional – excluding, tormenting or being unfriendly

Sexual – unwarranted physical contact or abusive comments

Racism

Racism will not be tolerated at Wellington.

Racism in any form is totally unacceptable. Any incidents of racism are dealt with immediately. All incidents are reported to the headteacher or a member of the senior management team. Any name calling incidents are recorded on the

monitoring forms provided by Hounslow Education Authority and copies are submitted each term. The perpetrator and victim are not named. Parents are made fully aware of our policy and are expected to support any sanctions that may be necessary.

Communication and Parental Partnership

We value clear communication within the school and consider positive partnerships with parents/carers a high priority and crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of these concerns and of the steps, which are being taken in response.

Policy Review

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- new developments and initiatives are taken into account
- policy and practice are consistent within the school