

Appleton Wiske Community Primary School  
Behaviour Policy

We believe that a positive attitude and the ability to make appropriate choices are essential in preparing children for life and work. It is the aim of all staff to work towards the vision and values of the school, supporting the children in a positive climate of mutual respect. We work together to provide a warm, caring, well-ordered school community where every child feels safe and secure.

Aims

- ✓ Encourage a happy, healthy and productive atmosphere within the school
- ✓ Ensure that a climate of respect is embedded within the school environment
- ✓ Foster positive and caring attitudes towards everyone regardless of background
- ✓ Value achievements at all levels
- ✓ Encourage independence so that every child accepts responsibility for their own behaviour
- ✓ Promote a consistent and fair approach to behaviour throughout the school
- ✓ Encourage parental co-operation and involvement
- ✓ Allow each pupil to reach his or her potential
- ✓ Monitor and evaluate systems relating to any form of bullying within the school

Fundamental British Values

Our school community actively promotes the Fundamental British Values of:

- ✓ Democracy
- ✓ Tolerance and respect for those with different faiths and beliefs
- ✓ Individual liberty
- ✓ Respect
- ✓ The rule of law

School Staff

It is the duty of all staff to actively teach that positive behaviour leads to a positive learning ethos. This can be taught throughout school by:

- ✓ Setting appropriate boundaries for pupil behaviour
- ✓ Using rewards and sanctions clearly, consistently and fairly
- ✓ Showing respect, empathy and understanding
- ✓ Listening to pupils
- ✓ Being considerate and tolerant to others
- ✓ Maintaining positive relationships
- ✓ Wearing a smile and being friendly
- ✓ Talking politely to others
- ✓ Being a good role model
- ✓ Making it clear to the child that it is the behaviour that you do not like, NOT the child

Praise and reward are the key to creating a positive atmosphere where all of the children have the opportunity to succeed. All staff work hard to develop positive relationships with the children and use praise for positive reinforcement. We try to pre-empt problems by providing clear expectations and routines which are established at the beginning of the year in each class and repeated regularly throughout the year. Each class develops its own positive rules and agreed class expectations. We use SEAL resources throughout the school to teach children how to manage their feelings and create and maintain positive relationships. We provide a creative curriculum, carefully differentiated and matched to the needs of all children. The children are encouraged to be responsible for their own behaviour and each other. We have an active Pupil Voice, which includes the School Council, Playtime Friends, Green Team, E-Safety and Junior Road Safety Officers.

Parents and Governors

At our school, we recognise the value of partnership at all levels in order to promote the highest possible standards. It is essential that parents and governors share the values of our school and agree the boundaries of acceptable and unacceptable pupil behaviour. Parents are encouraged to take an active role in the education of their children. Our open door policy ensures that parents can approach staff before or after school for discussion. All parents are asked to sign a home school agreement as their children begin school. In addition, the School Planner provides an important line of communication between home and school in which pertinent comments on the child's behaviour and wellbeing may be made.

## Rewards

All children are allocated a team colour and can collect team points throughout the week. For example:

- ✓ Working and trying hard
- ✓ Good work
- ✓ Politeness and good manners
- ✓ Contribution to the lesson
- ✓ Kindness and helpfulness to others
- ✓ Good attitude and behaviour
- ✓ Homework

Team Points are counted each week and the team with the most points wins the trophy, signified by a display in the hall and ribbons on the trophy. Team Captains are chosen every half term. The children receive certificates from class teachers for good work, achievement in SEAL or for an outstanding contribution. These are presented in our celebration assembly on Friday afternoon, which is well attended by parents and carers.

## Sanctions

Each class adopts a tiered system which encourages positive behaviour and highlights unacceptable behaviour.

	Outstanding	Starting Point	Step 1 - Warning	Step 2 – Time Out	Step 3 – Head Teacher
Class 1	Rainbow	Sunshine	White Cloud	Grey Cloud	Black Cloud
Class 2	Rainbow	Sunshine	White Cloud	Grey Cloud	Black Cloud
Class 3	Star	Smiley Face	Exclamation Mark	Sand Timer	Head Teacher

Children begin each day at the Starting Point and move to the rainbow or star for outstanding contributions. Any child displaying inappropriate behaviour moves to Step 1 and is given a warning. The child may be moved within the classroom or to another member of staff for cool down time. If inappropriate behaviour persists, the child moves to Step 2 and loses 5 minutes of the following playtime. If inappropriate behaviour escalates, the child moves to Step 3 and must visit the Head Teacher to discuss their behaviour. All incidents of serious behaviour are reported to the Head Teacher and the child's parents. If a child is frequently reaching Step 3, parents will be asked to meet with the class teacher. If inappropriate behaviour persists, parents will meet with the Head Teacher. An Individual Behaviour Plan may be necessary with the support of external agencies.

## Lunchtimes

It is the role of the Midday Supervisors to promote good behaviour during lunchtimes. Activities are organised to encourage positive relationships and good social play. The same rewards and sanctions are used. Incidents are reported to the class teacher or Head Teacher. Lunchtime issues are dealt with by lunchtime staff so that they do not interfere with teaching and learning time. However, more serious issues will be dealt with by the Head Teacher or designated teacher in charge.

## Restrictive Physical Intervention

Trained and authorised individuals may need to use physical intervention as permissible in Section 93 of the 'Education and Inspections Act 2006'. In summary, staff may use such force as is reasonable to prevent a pupil from a) committing any offence; b) causing personal injury or damage to a pupil or property; c) prejudicing the maintenance of good order and discipline. The school uses the NYCC 'Guidance on the Use of Restrictive Physical Intervention with Children and Young People'. The guidance recognises that behaviour can almost always be managed using proactive and preventative approaches and that any restrictive intervention is only necessary after all other strategies have been exhausted. It is always unlawful to use force as a punishment.

## Role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher keeps records of all reported serious incidents of misbehaviour in the pastoral notes file and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. If the Head Teacher decides to exclude a child, the local authority guidance for exclusions will be used.

Revised: March 2017

Review date: March 2019

