



Wombwell Park Street Primary School Behaviour Policy

Approved by the governing body on October 14th 2010

At Wombwell Park Street Primary School we seek to create an environment in which effective teaching and learning can take place. In addition we develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.

Aims

In order for there to be an ethos of positive behaviour in school, the school aims for:

- 1) good relationships with mutual respect between pupils and adults
- 2) teachers' high expectations of pupils academically and socially;
- 3) curriculum and teaching methods well matched to pupils' needs;
- 4) the nurturing of pupils growing maturity and self-esteem.

To enable our aims to be met and our vision to become a reality we recognise the need for shared codes of conduct at whole school and classroom level.

Golden Rules

The school adopts a set of Golden Rules. These are:

- Be gentle
- Listen to people
- Work hard
- Look after property
- Be honest
- Be kind and helpful

All classes must participate in the generation of and have ownership of their own classroom rules. These dictate the ethos and expectations of behaviour in individual classrooms and support the school's Golden Rules.

Expectations of behaviour outside are outlined in the Playground Rules. Expectations of behaviour at lunchtime are also set out in the lunchtime rules.

Golden Time

As a reward for good behaviour and keeping the Golden Rules all children in school have the opportunity to choose an activity that they engage in for 40 minutes on a weekly basis. The activities are variable and are influenced by the children through the school council.

General Considerations

- The approach we take to the behaviour of pupils at Wombwell Park Street was developed by the senior leadership team, teachers, teaching assistants, governors, school council and pupils. Parents were consulted and their views were taken into account.
- Close co-operation with parents is essential; every possible effort should be made to encourage their support and understanding. Staff are expected to work with parents in a partnership to support the promotion of high standards in the children's behaviour. Any parents who feel unable to cope with their child's behaviour will be offered/ should seek advice from the school's parent support advisor and/ or the school nurse.
- Poor behaviour can also stem from personal problems or home difficulties. Therefore adults in school need to form a trusting and stable relationship with the children in order to provide pastoral support. When necessary, we liaise closely with external support services such as Educational Welfare, Psychological, Social and Community Services and the police so that this background of understanding of the needs of the child and the provision of the right support can be achieved.

- Pupils are more likely to accept the school's code of behaviour if it is clearly understood, consistently and fairly applied and shown to be reasonable. Children are confused by too much variety of attitude and expectation. Accordingly, acceptance and implementation of school's policy by all staff is important.

Team Points System

At Wombwell Park Street Primary we operate a team point system. **We never take away Team Points.** All children are members of one of the four houses. Children are awarded team points as a positive reward in any situation in which they are deserving of praise.

At the end of each half-term, the team points are collected and totalled and a reward is given to the winning team.

Rewards

Our emphasis is always on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment. In any case, criticism should always include advice on how to improve and should be constructive in its approach.

Praise is given in many ways and, without any attempt to put this into value order, includes; a quiet word or encouraging smile, a written comment on pupil's work, a reward sticker, a visit to the headteacher for a headteacher's award, awarding team points, a public word of praise in front of the whole class or year group, public acknowledgement by giving some special responsibility, public acknowledgement in special mentions, informing parents of some action or achievement deserving praise or a phone call home.

In key stage one and two the children have individual merit cards and are awarded merit stickers in recognition of good behaviour and work. They collect these stickers in order to achieve bronze, silver and gold award. All awards achieve certificates with silver also receiving a pencil and gold a book. The certificates are then taken home to share success with parents.

All merits are celebrated in Key Stage assemblies prior to being taken home.

Special Mentions Assembly

Each week we celebrate the children's behaviour in a whole school assembly. Teachers nominate one child from the class each week. During the assembly, the nominated child is presented **with a shield** that they keep for a week and they are also given a certificate bearing their name which is taken home.

Sanctions

We operate a Traffic Light System in school. Each class has a traffic light display which is used as follows:

- All children begin each day with their name label/ photograph (where appropriate) underneath the traffic lights.
- If a child displays inappropriate behaviour, they are given a warning about that behaviour and move onto the black background of the traffic light.
- If there is repetition of poor behaviour then the child's name is moved next to the green light.
- If a further incident occurs, then the child's name is moved onto amber. At this point the child will spend ten minutes in the behaviour room/ miss part of the next playtime.
- If another incident occurs whilst the child's name is moved onto red and the child will lose some of their Golden Time based on the teacher's discretion. (this can be earned back)
- If a child receives a further red then they will spend a set amount of time in the behaviour room/ miss part of the next playtime in addition to being taken to the member of the Senior Leadership team who has the responsibility for that child's age phase. At this stage the member of staff will speak to the parent support advisor and the child's parents as appropriate to the situation.
- A child's name will be taken off the traffic light and placed back onto the starting area after each session in key stage one and after lunch time/ home time in key stage two

- A record book will be kept in the behaviour room which will be maintained by a member of the senior leadership team.
- There is also an agreed list of behaviour which takes the children directly to red (see Appendix One). Although staff will use their discretion based on their knowledge of the child and the situation.
- Children will only be placed in the Behaviour room at playtime for inappropriate behaviour and **not** for other issues such as not completing homework.

Expectations for positive behaviour off the school site

At Wombwell Park Street Primary we have high expectations of the behaviour of our pupils when off school premises. This includes behaviour on activities arranged by the school such as educational visits, sporting events, behaviour on the way to and from school and behaviour when wearing the school uniform in a public place.

Equal Opportunities

All children are treated equally regardless of gender, race, disability or ethnicity. This means that all children have access to the same reward and sanction systems. However, where necessary, amendments and modifications to the systems may be made. Our policies have the advantage of consistency but we will always make reasonable adjustments for pupils' special educational needs. Therefore, when adults deal with inappropriate behaviour we accept that there will be circumstances in which some pupils may be treated differently from others and we will take account of these individual pupil needs when applying sanctions.

Review

This policy will be reviewed in two years, if not sooner.

Approved by the Governing Body on

Chair of Governors _____

Head teacher _____

Policy Review Date:

Appendix One

Inappropriate behaviours that would cause a child to move onto the green light

- Being rude
- 'Silliness' or inappropriate behaviour
- Talking when others are talking
- Name calling
- Inappropriate language
- Not getting on with work
- Disrupting others' learning
- Shouting out in class

Inappropriate behaviours that would cause a child to move directly to the red light

- Bullying
- Fighting
- Deliberately hurting another child
- Putting others at risk
- Deliberately damaging property

