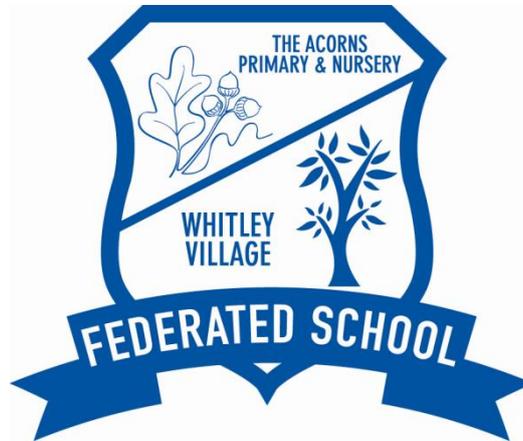


THE ACORNS PRIMARY and NURSERY and WHITLEY
VILLAGE FEDERATED SCHOOL



Whitley Village School Behaviour Policy

Reviewed: August 2016
Approved by Governors:

Behaviour Policy

Discipline is an essential ingredient of an effective school. We are always aware that we as teachers, share responsibility with the parents/carers for the children in our care and make every effort to provide the care which any responsible parent would be expected to make.

At The Acorns Primary and Nursery & Whitley Village Federated School we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards.

Our aim is to provide an inclusive, calm, quiet atmosphere in the school and to encourage children to move around in a controlled manner. However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them. Within school, discipline is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The recent SEND reform (2015) has removed behaviour as a special needs and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'.

Aims of the policy

- To develop a moral framework within which children can mature emotionally and in which relationships can flourish.
- To enable children to develop a sense of self-worth, respect and tolerance for others.
- To produce an environment in which children are safe, secure and respected.

Objectives

For children to show:

- Self-respect
- Self-confidence
- Self-control
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others' feelings
- Respect for their environment and community

SEAL (Social and Emotional Aspects of Learning):

As a school we are committed to developing social and emotional aspects of learning. These are the underpinning qualities and skills that help us manage life and learning effectively. There are five social and emotional aspects of learning:

- Self awareness
- Managing feelings
- Motivation
- Empathy
- Social skills

Why is it important to develop these aspects of learning in the primary curriculum?

- They underlie almost every aspect of our lives
- They enable us to be effective learners
- They enable us to get on with other people
- They enable us to be responsible citizens

School Council

The purpose of the School Council is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school.

Each year group, from Y1-Y6, elects one boy and one girl to represent them on the council. This representative is presented with a badge to show that they are on the school council. The communication from each year group, via their representative, leads to discussions which reflect group feelings and opinions. Meetings are held and minutes are distributed to year groups for reflection and discussion.

The School Council are responsible for making decisions about all aspects of school life which affect all pupils e.g. The Good to be Green Behaviour System. Having contributed to the decision making process through their representative, each pupil has some degree of possession of the outcome.

The discussions, feedback and decision making contribute to pupils own awareness of the need for individual and group discipline. This, in turn, contributes to improving behaviour, helps to prevent bullying and encourages trust and teamwork.

Rewards

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place and in the displays around school. Achievement is celebrated in every classroom and **all** efforts are valued.

Forms of Rewards:

1. **Verbal comments of praise** are given regularly by all teachers, teaching assistants and other members of staff. We aim for them to be clear and sincere.
2. All children across the Federation collect **Dojos**. These are points that can be earned for anything which is pleasing (good work, good behaviour, manners, etc...). Any adult in school can reward a child with one 'Dojo', which are added electronically to the child's individual 'Dojo' monster and can be seen visually on the classroom and ipad screens. Dojos are never removed from a child.
3. Children collect their Dojos and can decide when to 'cash them in', before reverting to 0 Dojos again. They can cash in their Dojos for prizes of varying worth at 50 Dojos, 200 Dojos, 400 Dojos and 1,000 Dojos. Prizes are visually displayed in all classrooms as a reminder for the pupils.

4. **Celebration Assemblies** are held weekly to celebrate achievement and effort in pupil's work, reading, maths work at home and to celebrate their birthdays. Parents are encouraged to attend.
5. Each week staff choose two pupils from their class to receive a **'Pupil of the Week'** certificate in Celebration Assembly. These pupils will receive a certificate stating what they have done to achieve this award and the teacher will talk about/show some of the pupil's work. These certificates are awarded for work within the classroom, rather than personal/social endeavours.
6. A copy of the certificates are then displayed in school for visitors, parents, staff and other pupils to admire for the week to follow.
7. Pupils receive their **Mathletics** certificates during Celebration Assembly, to recognise effort at home on our online maths software.
8. In KS2, pupils receive their **Accelerated Reader** certificates and badges during Celebration Assembly.
9. **Attendance** - Those children with 100% attendance each term are presented with a special certificate: Bronze certificate for 100% attendance over one term, Silver certificate for 100% attendance over two terms and Gold certificate and £10 book voucher for 100% attendance over three terms.
10. **Other celebrations** – As a Federation we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.

'Good to be Green'

This is the Federation's behavioural consequence system and works as follows:

1. Each day all the class start with a 'good to be green' card.
2. If a child misbehaves, the following steps are followed:
 - A clear verbal warning is given, including a reminder of expected behaviour.
 - If unacceptable behaviour continues, the yellow warning card is placed on the chart and the child's name is recorded on the good to be green behaviour log in the classroom.
 - An explanation of the unacceptable behaviour and a reminder of expected behaviour is then given again.
 - If a child continues to misbehave, a red consequence card is placed on the chart and the child's name is recorded on the classroom log.
 - An explanation of the unacceptable behaviour and a reminder of expected behaviour is then given again and a discussion held with the pupil to ensure full understanding.
 - On some occasions it may be necessary to issue a yellow or red card without the warnings, particularly if the child has physically hurt another child or has used abusive/foul language.
 - Parents will be informed when their child has received a red card, but not a yellow card.

3. Any child with a yellow card will miss their next morning or afternoon (EFYS/KSI) playtime on the same or following day and any child with a red card will miss morning break and part of lunchtime. Children who have received a red or yellow card are to spend break time in the room allocated for that day.
4. If the staff identify a pattern in the child's behaviour, they will monitor any triggers and offer support for the child and family.

If the above sanctions do not lead to a modification of behaviour the following actions may be considered:

- Exclusion from a favoured activity.
- Exclusion from the right to represent the school e.g. in a sporting event.
- A requirement for a written apology
- A verbal disciplining from a senior member of staff
- A letter or phone call home
- A meeting with parents
- A pastoral support programme
- Behaviour report
- Exclusion from school (LA guidelines to be followed for either fixed term or permanent exclusions.

SEND / Vulnerable Pupils

We acknowledge that our behaviour systems will not work for ALL pupils and note that some children may need different strategies, rewards and sanctions and these will be discussed with the class team, Federation Family Liaison Officers and Inclusion Manager so that all pupils have a system to follow which is motivational, realistic and achievable.

Behaviour Report booklets/charts:

Children who regularly receive a 'red card' may be given a 'Behaviour Report' booklet in which the teacher will make a comment about behaviour during each session of the school day. The child will also take the book home to ensure that parents are kept informed about their child's behaviour, to allow them to make a comment. Some children may be given a behaviour chart where they track and reward good behaviour during each teaching session. Children who are on report are monitored by the Executive Deputy Headteacher and the Executive Assistant Headteacher.

Unacceptable behaviour, which may result in a Yellow or Red card and in some instances exclusion, includes:

Please note that this list is not exhaustive.

- Disobedience to a reasonable instruction. **YELLOW**
- Non-completion of school work that could be reasonably expected. **YELLOW**
- Making unkind remarks. **YELLOW**
- Answering back, rudeness. **YELLOW**
- Moving around school in a way that falls below expected standards of general behaviour, e.g. running, shouting, pushing. **YELLOW**
- Telling lies. **YELLOW**
- Foul language and swearing. **YELLOW/ RED**
- Damaging property, including defacing property. **YELLOW/ RED**
- Stealing, including hiding another persons property. **YELLOW/ RED**
- Bullying. **YELLOW/ RED**
- Biting, spitting, hitting and kicking. **RED**

- Aggression to adults. RED
- Racist or derogatory comments that cause offence. RED
- Fighting or encouraging others to fight. RED
- Forming gangs for the purpose of intimidating others. RED
- Putting themselves, other children or adults at risk. RED

Exclusions:

In very exceptional circumstances it may be necessary for a child to be excluded from school. The Headteacher (or Deputy Head in the Headteacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Please see our Exclusion Policy for further information.

This Policy should be read in conjunction with our Exclusion Policy, our Anti-Bullying Policy and our SEND/Inclusion Policy