

Wheatfield Primary School

'Growing and Learning Together'

Behaviour and Discipline Policy

(Statutory Policy)

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CHANGE RECORDS SHEET

Issue No.	Date	Summary of Change	Amended by
1	September 2012	New Policy Document	L Haydon
2	June 2013	Document reviewed and updated.	C Dursley & L Haydon
3	October 2014	Document reviewed and updated.	C Dursley
4	July 2016	Document rewritten.	L Haydon

SUMMARY

This policy should be read in conjunction with all other school policies. If you require further details of this policy then please refer to the Head Teacher or Deputy Head Teacher.

This policy will be reviewed annually and updated as and when changes occur. This is to be recorded in the minutes of the Curriculum and Achievement Committee.

ABBREVIATIONS

The following abbreviations are used in the policy:

DfE Department for Education

SENCo Special Educational Needs Co-Ordinator

Behaviour and Discipline Policy

MAIN DOCUMENT

1 RATIONALE

At Wheatfield Primary School it is our aim to create a happy, caring, calm and purposeful environment where creative learning can take place. We want to encourage a positive approach to behaviour and discipline, which recognises and values the individual and respects and celebrates the diversity of our school community. We recognise the importance of promoting a consistent approach to acceptable behaviour, by all staff within our school and the need for the active support and co-operation of parents.

2 AIMS

- ✓ To foster a positive attitude towards learning and achievement.
- ✓ To encourage children to think of others and treat them kindly.
- ✓ To develop in children a sense of discipline and an acceptance of responsibility for their own actions.
- ✓ To encourage respect for other people's feelings and their property.
- ✓ To encourage children to move around the school safely and sensibly.
- ✓ To encourage children to care for the grounds, buildings, furniture, equipment and books provided for the pupils of the school.
- ✓ To encourage children to do their best in all aspects of school life.
- ✓ To recognise and reward the positive achievements of children.

3 GUIDELINES

- ✓ Positive encouragement and praise is vital. Praise, however, should be meaningful and specific.
- ✓ Staff should consider themselves responsible throughout the day for the behaviour of children within their sight.
- ✓ Children are expected to co-operate with all adults involved in the school.
- ✓ The children should be reminded continually of our expectations in terms of their learning and behaviour.
- ✓ Children should see rewards and sanctions are used consistently and fairly.
- ✓ Behaviour and courtesy set the tone of the school. Everyone should be reminded to move about the school in an orderly manner, having regard for each other and keeping to designated routes.
- ✓ Parents should be consulted where there are issues concerning their child's behaviour and are encouraged to support this policy.

4 CODE OF BEHAVIOUR

The Code of Behaviour supports our core values:

- | | |
|----------------|--|
| Respect | I respect myself, treat others as I would like to be treated and value what I have around me. |
| Enjoy | I find learning fun, enjoy working with others and come to school with a smile on my face / go home with a smile on my face. |

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Achieve	I am always ready to be the best I can be, I try my hardest and I persevere.
Learn	I ask meaningful questions, I make links in my learning and I am curious to find out more.
Inspire	I am enthusiastic and creative in my learning, and share my ideas with others.
Believe	I have faith in myself; I believe in others, I rise to a challenge.

Children and staff agree to:

- ✓ Be polite and courteous at all times.
- ✓ Treat each other kindly.
- ✓ Be ready for learning.
- ✓ Support learning by working sensibly and quietly.
- ✓ Have high expectations of each other.
- ✓ Help each other to do our best.
- ✓ Listen carefully.
- ✓ Take a pride in our environment and in our learning.
- ✓ Celebrate our successes together.

The Code of Behaviour and the School Values will be displayed prominently in class and around school, and will be referred to regularly.

5 UNACCEPTABLE BEHAVIOUR

There is no place for **violence, bullying, harassment (racial or sexual), vandalism, rudeness to adults, or bad language** in our school and these must always be discouraged. All occurrences of this nature are considered serious and will be dealt with accordingly by the KS Leader, Deputy Head or Head Teacher.

6 REWARDS AND SANCTIONS

Children are rewarded for positive attitudes, good behaviour and effort in the work. Sanctions are used as an intervention procedure when children behave inappropriately. These may differ according to the age and needs of the children.

At Wheatfield we use a 'Ladder to Success' scheme as shown:

GREAT JOB!
GOOD CHOICES
READY TO LEARN
THINK ABOUT IT
MAKE A CHANGE
SANCTION

Children are encouraged to move up the ladder to achieve recognition of the 'Great Job!' they have done by demonstrating positive attitudes and excellent behaviour for learning.

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When children are at 'Great Job! at the end of the day, they are given a tag; children collect these and can earn a small reward at the end of the week for their successes if they have 5 tags. These rewards are kept in a special 'Bonus Box'

Where children are making good choices around the school, this is recognised by giving purple stickers; these feed into the class ladder after break and lunchtimes.

We believe that this system emphasises the positive ethos and climate we aim to create. However, sometimes misbehaviour does occur. Where children's behaviour is unacceptable, they will move down this ladder and be encouraged to 'Think about it' or 'Make a change' before they face a sanction. Continued disruption or incidences of inappropriate behaviour will result in a step down the ladder. Where children reach the 'sanction' aspect of the ladder, this is recorded in the class incident book; parents will be notified by the class teacher. Very serious behaviour will lead to the involvement of the KS Leader, Deputy Head or Head Teacher as appropriate, and parents will be invited to discuss the matter.

Children always have the opportunity to make the right choices to move back up the ladder.

7 EYFS

Children in the Reception classes have a slightly different ladder in recognition of their age and early stages of belonging to our community. Their ladder has four rungs, and is represented with weather symbols:



8 OTHER REWARDS

8.1 Individual

- ✓ Stickers are given as instant rewards for good behaviour or work to individuals or groups

8.2 Whole Class

- ✓ Each class works together towards a bigger reward, devised in consultation with the class. This will be recorded on a smiley face/marbles in jar/colour in the spots type way. This could be achieved either per term or across the year.
- ✓ These rewards will last no longer than one session per day, and could include activities such as non-uniform, extra playtime, sports session, messy play, problem solving challenges, scooters and bikes, visit to the park.
- ✓ The 'Ladder to Success' may feed in to this reward system.

8.3 Achievosaurus

'Achievosaurus' emphasise and recognise where children have shown skills for learning such as perseverance, questioning, collaboration, problem solving, thinking, 'giving it a go', and investigating. Each of these traits are represented by a dinosaur, or 'Achievosaur.' Children are given stickers of each Achievosaur when they have shown they are using these skills.

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8.4 Celebration Assemblies

Celebration Assemblies take place each Friday. During this assembly children receive certificates for being an 'Achievosaur' or a Wheatfield certificate to recognise the way school values have been demonstrated. Each class awards one of each of these certificates weekly. Children also receive their Maths Stars, and other successes both in and out of school are recognised and celebrated. Classes share their learning for the term on a rota basis and parents are invited to these special assemblies to share children's successes in learning.

9 MANAGING DIFFICULT BEHAVIOUR

Some children find managing their behaviour extremely difficult. For these children, discretion will be applied to the 'Ladder to Success' as appropriate.

Persistent misbehaviour may result in the involvement of external agencies, such as Inclusion Support, Educational Psychologist and Educational Welfare Service. Such interventions are made via the Special Needs Coordinator (SENCo) Parents are informed and included, and an Individual Behaviour Plan will be made. Children with severe behaviour issues, and who are at risk of possible exclusion, will also have a Pastoral Support Plan drawn up in consultation with parents.

As a last resort, persistent, serious misbehaviour which contravenes the schools agreed Behaviour Code, may result in a child being **excluded** from school, on a temporary or permanent basis. In these situations the school follows the DfE and South Gloucestershire's Exclusion Guidelines and Procedures

10 BREAKTIMES

Any issues which need to be referred to the class teacher will be done so by the staff on duty at the earliest opportunity. The class teacher will then be responsible for dealing with issues according to guidelines in this policy.

Purple stickers will be used to recognise aspects of the behaviour code on display.

11 LUNCHTIMES

The LBS team are also responsible for recognising where the behaviour code has been used and rewarding this with purple stickers. An emphasis will be placed on ensuring lunchtimes remain a positive experience for all. The LBS team have clear procedures for recording any incidents which arise at lunchtime. Serious incidents are referred to class teachers or a member of the Senior Leadership Team. All incidents should be reported to the class teacher at the end of lunchtime by a designated member of the team, and recorded in class incident books.

12 MONITORING BEHAVIOUR

The SLT should review lunchtime log books and class incident books regularly. The Governors Curriculum and Achievement Committee also have a responsibility to review behaviour in school, through reports of serious incidences.

Both SLT and Governors will undertake pupil conferencing to ascertain the children's views on behaviour in the school and follow up any of their recommendations or issues accordingly.