

FRODSHAM WEAVER VALE PRIMARY SCHOOL



Pupil Behaviour Policy

Frodsham Weaver Vale Primary School

Behaviour Policy

1. INTRODUCTION

Following discussions with staff, pupils and governors, it has been agreed that behaviour presents itself in a variety of ways. For the purpose of this policy, Behaviour means

- The way a child or member of staff conducts themselves
- The ways in which children and staff interact with each other
- The way in which children respond to learning.
- The ways in which children respond to each other.

At Frodsham Weaver Vale Primary School, every child has a right to listen and learn. Every member of staff has a right to teach and facilitate learning.

The behaviour policy sets out: expectations of all children and staff we hold as important; expectations of staff and parents; ways in which we will encourage and reward good behaviour and discourage behaviour that does not support our School Rules.

Our school has 4 “School Rules”

1. Be safe and keep others safe
2. Be kind
3. Be respectful
4. Listen carefully – everyone has a right to learn.

2. Expectations of all adults and children

Children and adults are expected to

- tell the truth
- respect the rights and property of others
- value the differences in each other
- treat others as they would wish to be treated
- take personal responsibility for their actions
- be self-disciplined.

Our school will not accept any behaviour which prevents others from feeling safe or being able to learn.

3. BULLYING

To avoid misunderstanding, we would define the term bullying as follows:

“Bullying” is the persistent direct or indirect physical, verbal or emotional dominance of one pupil by another, or a group of others.”

We are conscious of the distress which is caused by all types of bullying. We rely on parents, staff and children to inform us of any instances of bullying so that it can be dealt with swiftly for the benefit of the victim and the Bully. Bullying of any sort is not acceptable in this school. *(Please see our Anti-Bullying Policy)*

4. Expectations of All Staff in our School

All Staff will:

- create a calm and purposeful learning and listening atmosphere
- use a consistent approach to the language used if negative behaviours are displayed *‘you have chosen to....., do not choose this type of behaviour again because....’* (refer to the school rules)
- be well organised
- be positive - rewarding good behaviour
- be specific and consistent about what is expected and what is unacceptable

- deal fairly and effectively with bad behaviour, remembering that it is not the child that is disliked but a particular action
- avoid punishing whole groups for the activities of individuals
- inform parents of any problems where appropriate
- be positive role models for our children

Any child that is on an individualised behaviour plan will have the details of the plan shared at the staff meeting following plan writing so as to allow a whole school approach to supporting their behaviour.

5. Expectations for all Parents in our School

Parents should:

- uphold the expectations as laid out in the Home/School agreement
- ensure that pupils arrive at school on time and are suitably clothed
- ensure that pupils are collected from school at the appropriate time
- support the school's rules and values
- support their child's education
- inform the school of any concerns or grievances they may have **(in the first instance speak with the child's class teacher)**

6. Intrinsic and Extrinsic Rewards

The underlying principle to children's positive behaviour is where each child feels valued for the contributions they make through their positive behaviours and their ability to always try their best. Children will learn in a safe environment, where positive behaviours are recognised and rewarded in a variety of ways.

- Staff praise (smiling, thumbs up, time spent talking with the child, sharing good work/good behaviour with the rest of the class/school).
 - House Points
 - Sharing of positive behaviours with parents.
 - Celebration Assembly (School Awards and Headteacher Awards)
 - Displays of children's work.
 - Sharing positive behaviours/good work with the Headteacher.
- 1) **Owl Trees** – Each classroom will have their own 'Owl Tree' (Nursery – Class 6). Every child will have their own owl, with their name on which will be placed on the tree. The owl stays on the tree if they have demonstrated positive behaviours during each session (before playtime, before lunchtime and after lunchtime). If a child stays on the tree for all 3 sessions each day and for a full week, then they will be put into the **Head Teacher's Golden Book**. Each time a child has demonstrated positive behaviours in 1 session, then they have earned a house point. The tree will be on a blue background, then a black background. If a child hasn't adhered to all our school rules in a session, then they will have 1 warning to put their behaviour right. If it happens again, then the child will move their owl to the blue background. If their negative behaviours continue, then they are moved to the black background. Movement to the black background means that the incident is recorded in the classes' Behaviour Book. 3 incidents in the behaviour book results in the child seeing the Head teacher. A further incident after this will result in the Head Teacher contacting parents and organising a 'Behaviour meeting.'
 - 2) **House points** – All children in the school are put into one of the four houses. Children from the same family will be in the same house. These are "**Paris,**" "**London,**" "**New York,**" and "**Tokyo.**" These trees grow in our school grounds. During the week children will have the opportunity to collect house points for their house. These will be given for positive behaviours, attitude, their work and for staying on the Owl Tree for a full session. At the end of the week the points are collected by the Year 6 House Captains and at the Friday "Celebration Assembly" the house points are read out. Laminated leaves (4 leaves for the winning house, 3 leaves for 2nd place and so on) are then awarded to each house and displayed on our trees in the hall. At the end of each half term the team with the most points wins the House Shield and a House activity afternoon.
 - 3) **Certificates** – When children have displayed positive behaviours or tried really hard with a piece of work, they are then put onto a Golden nest at the top of the Owl Tree – this means they have earned a place in the '**Golden Book.**' If a child is in the Golden Book, they are presented with a **Headteacher's Award**. 5 Headteacher's Awards will earn a special prize. All staff can recommend

that a child receives a **'School Award'** in Celebration Assembly for upholding our school rules or for trying hard with something – linked to a themed challenge.

- 4) **Lunchtime Tickets** – Each member of staff on Lunchtime duty (class teachers, kitchen staff, mid-day assistants, teaching assistants) will have the opportunity to award Lunchtime Tickets where they feel a child has shown positive behaviour and upheld our School Rules. As lunchtimes are less structured and is over a period of time, we are particularly looking for children who are kind, helpful, respectful and well mannered. If a child has been given a lunchtime ticket, they hand it to their child's class teacher where they will share why they have received a ticket and earn their 'House' 2 House Points.

7. SANCTIONS

It is important to make clear that poor behaviour is unacceptable. All staff will work towards supporting children in understanding the importance of personal responsibility for more negative behaviours. Our 4 School Rules are frequently shared with the children – particularly through our PSHE lessons. For most children, most of the time, the above is sufficient, particularly as they learn that the ideal form of discipline is self-discipline. However, sometimes we have to take further steps for the sake of the child and their peers.

If a child chooses to continue to break our school rules then:

Staff will firmly and calmly let the child know that they have chosen the wrong behaviour '*you have chosen to....., do not choose this type of behaviour again because.....*'. After one warning, if the behaviour is repeated, then the child is asked to move their owl to the blue background. If it continues, then the owl will need to move to the black ground – this will then be recorded in the Class Behaviour Log. Three recorded incidents in the Behaviour Log will mean a visit to the Headteacher to address the issues that keep occurring. One more incident will result in the Headteacher contacting parents.

Incidents of swearing or physical violence will be reported to the Headteacher immediately and parents will be contacted.

It is unacceptable for any member of staff to use physical force as a way of making a child listen or change their negative behaviour. Physical force consists of but is not limited to grabbing, holding, pulling, squeezing. (Please see Section 8)

In appropriate circumstances and after everything else has proved ineffective the Headteacher retains the power to exclude a pupil from the school. [The Education and Inspections Act 2006]

8. THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

School have a number of Team Teach trained staff located throughout the school. These staff have had positive handling training and know a range of strategies to de-escalate situations and events. There may be rare occasions when a member of staff has to use reasonable force to protect pupils from injuring themselves, others or causing damage to property. This is in line with section 550A of the 1996 Education Act. If such a situation arises the Headteacher will record the details and attempt to inform the parents on the same day within 2 hours of the incident. In using reasonable force, the staff should never give the impression that they are acting out of anger, frustration or to punish the pupil. Where possible, try to make sure there is another member of staff available. If a situation like this occurs, then the Headteacher will spend time with the member of staff by way of addressing their well-being. (See our Positive Handling Policy 2019)

Approved by the Teaching and Learning Committee in October 2019

Approved by the Full Governing Body in November 2019

Signed (Headteacher)

Signed (Chair of Data, Curriculum and Welfare Committee)

Signed (Chair of Governing Body)

To be reviewed by staff in October 2020