

**WENDELL PARK PRIMARY SCHOOL**

**POLICY AND PROCEDURES**

**Promoting Positive Behaviour Policy  
2010-11**

## Wendell Park Primary School

### Promoting Positive Behaviour Policy:

<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>○ Clear consistently applied procedures to promote effective learning behaviour from all children.</li> <li>○ The physical and emotional safety of all pupils is a priority.</li> <li>○ The behaviour policy is set within the context of the Wendell Park Core Values and School Aims</li> </ul>	<p><b>Aims of Promoting Positive Behaviour</b></p> <ul style="list-style-type: none"> <li>○ To ensure all children have access to learning and teaching</li> <li>○ To promote positive self-esteem</li> <li>○ To promote self and group responsibility</li> <li>○ To inculcate the notion of consequence</li> <li>○ To ensure the health and safety of every child and adult in school</li> </ul>
<p><b>Guidelines for Promoting Positive Behaviour</b></p>	
<p><b>The role of the adult</b></p> <ul style="list-style-type: none"> <li>○ Every adult in school is responsible for promoting positive behaviour</li> <li>○ Every adult must consider their behaviour and conduct at all times, remembering they are models of behaviour and conduct and that children learn from them.</li> </ul>	
<p><b>Expectations of pupils</b></p> <ul style="list-style-type: none"> <li>○ Show respect and good manners at all times.</li> <li>○ To work hard in lessons.</li> <li>○ To stay on task and to respect other children's right to learn.</li> <li>○ To sit in assembly without talking.</li> <li>○ Walk calmly and without talking inside the school.</li> <li>○ When one person is talking, everyone listens, in class, around school and in the playground.</li> <li>○ To follow instructions first time.</li> <li>○ To bring PE kit to school ready for PE lessons.</li> <li>○ To play sensibly, no fighting, play fighting or saying things to hurt someone else.</li> <li>○ To show respect and good manners for visiting teachers.</li> </ul>	<p><b>Expectations of adults</b></p> <ul style="list-style-type: none"> <li>○ Model standards of courtesy and respect to children and each other.</li> <li>○ Work to create a positive atmosphere in classrooms, around school and in the playground.</li> <li>○ Model and help children to display a positive and accepting attitude to difference.</li> <li>○ Support children in achieving their best.</li> <li>○ Challenge and deal with all forms of unacceptable behaviour, prejudice or abuse.</li> <li>○ Look for opportunities to praise and reward children.</li> <li>○ Help children to act responsibly and to admit to unacceptable behaviour when questioned, accept appropriate sanctions and learn to apologise.</li> </ul>
<p style="text-align: center;"><b>Class rules and responsibilities</b></p> <ul style="list-style-type: none"> <li>○ Class teacher with the children to establish class rules and responsibilities</li> <li>○ Class rules to be written as positive statements e.g. 'I will listen to my teacher and other children at all times.'</li> <li>○ Class teacher and all children to sign the rules</li> <li>○ Rules are to be put on display in the classroom</li> </ul>	
<p style="text-align: center;"><b>Rewards</b></p> <p>Rewards are given to children on the basis of the following 5 Cs: Caring, Cooperating, Concentrating, Challenging and Celebrating</p>	

<b>Rewarding Concentration: Rewarding Good Work</b>																	
<b>Classroom</b>	<b>School</b>																
<p><b>Stepped Reward Ladder</b></p> <ul style="list-style-type: none"> <li>○ Level 1. Good work recognised in marking and verbal comments to child and class.</li> <li>○ Level 2. If a child has reached a learning target through marking they are entitled to a gold star.</li> </ul> <p><b>Stickers</b></p> <ul style="list-style-type: none"> <li>○ For attitudes not related to learning</li> <li>○ Should be put on child's star chart or wherever the child would like it to be</li> <li>○ Gold Stars must not be used since they relate to work.</li> </ul> <p><b>Positive notes home to parents</b></p> <ul style="list-style-type: none"> <li>○ Where children have been particularly outstanding during the week.</li> </ul> <p><b>Table Points/Team Points</b></p> <ul style="list-style-type: none"> <li>○ Encourage group motivation</li> <li>○ Teams can be table or other form of teams.</li> <li>○ All pupils to be in a school team. Teams are Sycamore, Oak, Ash, Willow and Cedar</li> </ul> <p><b>Other rewards</b></p> <ul style="list-style-type: none"> <li>○ Student of the day</li> <li>○ Complement slips</li> <li>○ Class praise books</li> <li>○ Giving class based responsibilities</li> </ul>	<p><b>Certificates for excellence in learning:</b></p> <table> <tr> <td>5 gold stars</td> <td>A merit certificate</td> </tr> <tr> <td>10 gold stars</td> <td>A bronze award from the headteacher</td> </tr> <tr> <td>15 gold stars</td> <td>A silver award from the headteacher</td> </tr> <tr> <td>20 gold stars</td> <td>A gold award from the headteacher presented in assembly</td> </tr> <tr> <td>25 gold stars</td> <td>A platinum award from the headteacher, presented in assembly</td> </tr> <tr> <td>30 gold stars</td> <td>A Bronze Medal Award Ceremony</td> </tr> <tr> <td>35 gold stars</td> <td>A Silver Medal Award Ceremony</td> </tr> <tr> <td>40 gold stars</td> <td>A Gold Medal Award Ceremony</td> </tr> </table> <p><b>Star Workers Assembly</b></p> <ul style="list-style-type: none"> <li>○ Public reward for one pupil from each class who have tried their very best to achieve an outstanding piece of work.</li> <li>○ Assembly on Friday</li> <li>○ Children's names recorded in Star Worker Book and on the Friday newsletter for all parents to see.</li> <li>○ Every child Star Worker at least once a year.</li> </ul> <p><b>Reach for the Stars</b></p> <ul style="list-style-type: none"> <li>○ Headtacher and Deputy Headteacher will award leaves to pupils around the school in line with the House system.</li> <li>○ Leaves will be recorded on the main school rewards board in the middle hall at the end each week.</li> <li>○ A reward for the winning house team at the end of each term/year.</li> </ul> <p><b>Headteacher and Deputy Headteacher Awards</b></p> <ul style="list-style-type: none"> <li>○ Opportunities for children to see that their efforts are being recognised.</li> <li>○ For excellent work and exemplary behaviour around school and in the playground.</li> </ul>	5 gold stars	A merit certificate	10 gold stars	A bronze award from the headteacher	15 gold stars	A silver award from the headteacher	20 gold stars	A gold award from the headteacher presented in assembly	25 gold stars	A platinum award from the headteacher, presented in assembly	30 gold stars	A Bronze Medal Award Ceremony	35 gold stars	A Silver Medal Award Ceremony	40 gold stars	A Gold Medal Award Ceremony
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## Sanctions: Dealing with inappropriate and unacceptable behaviour

Classroom	School
<p><b>Time out</b></p> <ul style="list-style-type: none"> <li>○ Positive strategy for pupils who cannot maintain acceptable levels of behaviour 100% of the time.</li> <li>○ Calming down time/Down time to get back on task.</li> <li>○ Child should not be sent to other teachers unless part of a specific strategy</li> <li>○ Key Stage Managers, Deputy Head or Headteacher</li> </ul> <p><b>Loss of Golden Time</b></p> <ul style="list-style-type: none"> <li>○ Strategy for redirecting people back to learning</li> <li>○ Time to be lost in small 5mins units.</li> </ul> <p><b>Use Sanction Ladder</b></p>	<p><b>Sanction Ladder</b></p> <p><b>IT IS ESSENTIAL THAT A WHOLE RANGE OF POSITIVE STRATEGIES ARE USED TO AVOID PUPILS GOING UP THE SANCTIONS LADDER. IF THIS IS NOT THE CASE THE HEADTEACHER WILL MAKE THE FINAL DECISION ABOUT THE APPROPRIATENESS OF A SANCTION.</b></p> <ul style="list-style-type: none"> <li>○ <b>Pre-sanction</b> –non verbal cues to show disapproval. <ul style="list-style-type: none"> <li>- verbal cue – warning cue that approaching 1<sup>st</sup> level</li> </ul> </li> <li>○ <b>Level 1</b> – Low level behaviour. Dealt with by the class teacher in the classroom using a variety of strategies.</li> <li>○ <b>Level 2</b> – Continuing level 1 behaviour and further unacceptable behaviour. Dealt with by the class teacher within the classroom. Key Stage Leader informed using a behaviour card.</li> <li>○ <b>Level 3</b> – Child removed from class because he/she is a danger to self or other children, racist or bullying/threatening behaviour. Child on Green Report Card Key Stage Leader, child, teacher and parent.</li> <li>○ <b>Post Level 3</b> –Teacher, parent, child, Key Stage Leaders meeting to review progress.</li> <li>○ <b>Green Report Card</b> – Teacher, parent and Key Stage Leader support child in developing strategies for good learning behaviour. Summary Meeting at the end of the week with parents. If no progress refer to Deputy Headteacher to put on Orange Report card.</li> <li>○ <b>Orange Report Card</b> – Teacher, parent and Deputy Headteacher support child in developing strategies for good learning behaviour. At review if behaviour persists, child to be put on Red Report Card and referred to the Headteacher.</li> <li>○ <b>Red Report Card</b> - Teacher, parent and Headteacher support child in developing strategies for good learning behaviour. Summary Meeting at the end of the week with parents. Headteacher warning that pupil is in danger of exclusion.</li> <li>○ A child may move from Green to Orange to Red within 3 weeks, however, every teacher will try their best to avoid this happening.</li> </ul>

### **Bullying**

Bullying is defined as **continuous** attempts to intimidate other children over a prolonged period of time.

1. Facial Expression, eye cutting, or looks that could be deemed threatening or unnerving.
2. Physical abuse of one or more children, kicking, hitting, punching, biting or any other physical contact that deliberately hurts others.
3. Isolating another child, whispering about them, threatening them or belittling them.

The bully is removed from the situation and away from the other child or other children.

- All parties involved are questioned by a member of staff.
- If necessary a range of sanctions are used to sanction the bully.
- If necessary the bullied child is given the opportunity to tell the bully how they feel and conflict resolution strategy is used.
- The behaviour of the bully is then monitored.
- Parents are involved in order to support all children

### **Exclusions**

Once a child has gone through the above the Headteacher will decide on an appropriate action ranging from internal exclusion to External Exclusion from the school.

- Exclusion from school is treated with extreme seriousness and avoided if possible.
- Staff will work with parents and outside agencies to avoid exclusion if at all possible, but will be used if the headteacher decides it is necessary.
- Exclusion is a last resort and only when a serious infringement of school rules and the school's core values occurs.
- Such situation relate to the following:
  1. Calculated and persistent abuse toward a child or adult, emotional, psychological, sexual or physical.
  2. Persistent bullying
  3. Unacceptable attitudes e.g. Racism, Sexism, Homophobic comments
  4. Persistent disruption and dangerous behaviours
  5. Deliberate vandalism
  6. Any other situation deemed serious enough by the headteacher

Parents will be notified of an exclusion and the reasons through a phone call and a letter from the headteacher.

Pupils who have been excluded from school will be integrated back carefully.

Date policy agreed: Autumn 2009

Date of next review: Autumn 2010