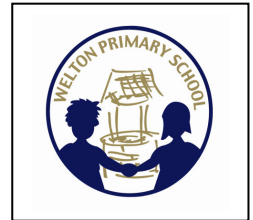


A POLICY FOR THE POSITIVE MANAGEMENT OF PUPIL BEHAVIOUR



This policy is the statement of principles, aims and strategies for the positive management of behaviour at Welton Primary School.

Principles

Good behaviour is an essential condition for effective teaching and learning to take place. At Welton, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair.

Good behaviour must be carefully developed and supported.

High self esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure.

Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self discipline.

It is the responsibility of parents to share with the school in helping their children to behave well.

We believe good behaviour means that every one in school is

- careful and kind
- polite and friendly
- helpful to each other
- quiet and hardworking
- respectful and tolerant.

Our Aims For Good Behaviour

Our aims are:

- to work consistently and fairly in the positive management of behaviour
- to help our children develop into caring and thoughtful beings who respect and value the feelings, opinions, beliefs, property and differences of others
- to encourage staff, children and parents to value good behaviour
- to develop our children's self discipline
- to help our children to feel good about themselves and others
- to encourage our children to co-operate with one another and with adults in the school
- to create a positive and stimulating learning environment, having high expectations of children's' work
- to work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

Our Objectives

We support positive behaviour through:

- a consistent approach by the whole school community
- constructive whole school planning using the LEA rainbow curriculum for PSHE and the national SEAL project to develop children's understanding of good citizenship
- appreciating and following agreed codes of behaviour ourselves
- encouraging our children to see themselves as a member of the school team and recognise their responsibility within this
- developing the skills of co-operation and discussion in the classroom and in the playground
- encouraging everyone to take care of and have respect for their own and each other's belongings
- encouraging everyone to take pride in our environment (learning and environmental)
- having a positive and consistent approach to playtimes and lunchtimes in regard to rewards and sanction and the way children and adults communicate with each other.
- providing clear and positive learning experiences fairly and consistently
- offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child

As adults we have a vital part to play as role models.

We do this through:

- demonstrating good manners
- practising good behaviour to each other as well as to the children
- teaching appropriate behaviour and giving feedback when pupils are behaving well
- showing respect for every child as an individual
- making every child feel valued
- not accepting bullying, anti-social behaviour in school, on any level, at any time
- being aware of vulnerable children
- being seen to be fair and consistent
- responding quietly, calmly, consistently and positively
- criticising the behaviour not the child
- avoid labelling
- listening with empathy and tact
- handling confidential information with sensitivity
- having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective
- an awareness of our appearance and the messages it gives

The children at Welton develop their awareness of their rights and responsibilities through the use of the SEAL project and the PSHE rainbow curriculum. All teachers will display children's rights and responsibilities in the classroom in a way accessible to the children. The rights and responsibilities are based on the chart below.

Rights and Responsibilities

Rights	What it feels like	Responsibilities	What will it look like
To be safe	Secure, comfortable Looked after	To behave in a way which keeps self and others safe	Kind, happy, calm, people caring for each other
To make mistakes	Accepted, have a go, confident	To use mistakes as a chance to learn To allow others to make mistakes	To be understanding Support from friends and adults People using the word sorry
To be listened to	Happy, important, proud, respected, you fit in, confident, valued	To listen to others	Eye contact children and adults looking at each other Calm, quiet People waiting to speak Responding to what is said
To learn	Respected, happy, clever, comfortable,	To be willing to learn To allow others to learn	Looking and listening to others Being good role models, Focussing Joining in Allowing others to work independently Working in a team when directed
To be treated with respect	Calm, happy, safe, valued, important	To behave respectfully to others	Friendly Eye contact Listening Polite Valued Rewarded Speaking confidently Problems being solved together

Procedures

We encourage good patterns of behaviour by using

- non verbal signals
- positive verbal comments and praise
- positive comments written in books
- giving children responsibility
- sharing positive aspects with others
- awarding certificates and stickers
- informing parents
- awarding team points (creative context groups)
- recognition of good work in special mentions assembly

The traffic light system

When a child forgets a **classroom or whole school rule**, or breaks it on purpose, sanctions will be used fairly and consistently. It is important to continue to reward and encourage the child for their good behaviour. Adults use a variety of strategies to encourage the child to return to acceptable behaviour patterns.

- planned ignoring
- non verbal signals
- verbal warning, reminding the child of our aims/rules
- change of position within the learning environment
- separating the child from a group or the class
- private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- loss of privilege
- referring the child to the Deputy Head or Senior Manager
- time out procedures
- contacting parents to discuss ways of helping the child to improve his/her behaviour
- referring the child to the Headteacher with a view to devising an “individual behaviour programme” to help the child learn appropriate social behaviour in school

When the procedures don't work

If the procedures appear to be failing to help a child control his or her behaviour, a meeting is called. This involves the class teacher, Headteacher, child and parents. It may also involve others such as the Special Needs Co-ordinator, EWO or Educational Psychologist and Behaviour Support Team

The aim of this meeting is to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date agreed.

Exclusion

Decisions relating to exclusion are made with reference to:
Guidance on Exclusion from Schools and Pupil Referral Units
DfES 02017-2006BKT-EN
Exclusion is normally the last resort except where:

- a) In response to a serious breach of the school's behaviour policy
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Physical Restraint

It is important to remember that any restraint should be in line with agreed guidelines.

Monitoring and Evaluation

This policy will be monitored by the Senior Managers of the school. Its success will be evaluated termly through Key stage meetings.

Communication

All staff, both permanent and temporary, including supply staff will receive a copy of the policy. A policy booklet will be sent home to parents. A summary will be published in the school profile.