



Behaviour Policy

October 2018

Our expectations

It is a primary aim of Walnut Tree Walk School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school expects every member of the school community to behave in a considerate and respectful way towards others at all times.

We expect all children to:

- Respect others, themselves and their environment and to show this in both their behaviour and work
- Be a "credit to the school" both in and out of school activities
- Listen carefully to instructions in lessons
- Learn well and to the best of their ability so that they can 'be the best they can be'
- Help others to learn by behaving well
- Speak to everyone politely and be courteous and well mannered.
- Listen to each other and try to accept others' points of view
- Try to resolve disagreements amongst themselves then if necessary go to an adult for help
- Accept responsibility for their own behaviour and acknowledge the impact it may have on others
- Respect each others' culture, background and differences
- Look after their belongings and the belongings of others
- Take care of the school building and equipment
- Share resources appropriately
- Ask permission to leave the classroom during lesson-time
- Walk around the school building in a sensible manner

All adults are expected to:

- Treat all children fairly and apply this behaviour policy in a consistent way.
- Help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- Promote an environment where everyone feels happy, safe and secure.
- Support the way in which all members of the school can live and work together in an effective and supportive way.

How we promote good behaviour

At Walnut Tree Walk Primary School we believe that positive actions are more effective than negative ones. We help children to learn, recognise and adopt behaviour that is positive and rewarding. We encourage children to take responsibility and contribute to the school community.

All members of staff should be committed to promoting good behaviour thus modelling the behaviour that is expected from children. We aim for children to display and model good behaviour and a positive attitude to learning because they want to and they understand that it is the right thing to do, not just to earn rewards. If a class teacher wants to operate a specific positive behaviour strategy, it must be approved by the Headteacher first.

Praise and Rewards

The school rewards and acknowledges good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social or inappropriate behaviour.

We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children verbally
- we congratulate children in the weekly Achievement Assembly for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- children are congratulated by the Headteacher and other staff
- Children receive postcards home acknowledging good behaviour and good work in class and around the school
- Whole class rewards, such as additional playtime or recreational trips at the end of term, may be awarded in consultation with the Headteacher
- Some children who show exemplary behaviour will be given jobs and responsibilities around the school, eg office helper, peer mediator etc.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

What behaviour is unacceptable?

- Play-fighting, fighting, aggressive acts
- Name-calling and verbal abuse of any kind, particularly sexist, racist, disability, homophobic or religious name-calling
- Bullying, including intimidating, threatening, picking on and excluding others
- Swearing or using offensive language
- Damaging property and school equipment or the property of other children
- Stealing
- Leaving the classroom, school building, learning area or school grounds without permission
- Behaving in a way which disrupts others children's learning
- Refusing to follow a reasonable instruction from an adult
- Being dishonest
- Being disrespectful
- Cyber bullying and misuse of social media

We employ each sanction appropriately to each individual situation, using a whole school policy so that there is consistency across the school and so that the children are very clear about the expectations and consequences of their behaviour. The class teacher discusses the school code of conduct with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour the class teacher discusses these with the whole class during 'circle time' where appropriate. Each class has a display of the positive behaviour expected of the children, as well as the consequences of unacceptable behaviour (see Appendix 1).

Sanctions employed by the school include:

- If children do not listen in class or if they are not completing sufficient work, we ask them either to move to a place nearer the teacher, or to sit on their own. If this still does not see an acceptable improvement then the child may miss some of their playtime or lunchtime.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. This may also be during a break time.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, they will be taken by a member of staff to Andrew or a member of senior staff.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

- If a child continues to behave inappropriately following a warning, they may face an internal exclusion through a temporary move to another class or exclusion from a class visit.
- If a child threatens, hurts or bullies another pupil, the child is referred to the Head Teacher.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Any behaviour incidents at playtime or lunchtime will be dealt with initially by a member of the staff in the playground. Consequences may include a verbal reprimand, time out from playing by sitting on the bench or being sent to Andrew or a senior member of staff.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Exclusions

Exclusion from school is for very serious incidents and could be for 1 or more days according to the nature of the offence and previous exclusions. At Walnut Tree Walk we are an inclusive school that rarely uses exclusion from school as a sanction.

Everything possible in terms of support will be offered to the child concerned and their family before exclusion is considered. The criteria for exclusions are:

- The behaviour of the child puts him/her self or others at risk
- The child's behaviour impacts significantly on the education of other children
- Controlling the child's behaviour impacts significantly on the general running of the school

Immediate exclusion from school will be sought if the Headteacher considers it necessary due to the severity of the behaviour. The Chair of Governors will be informed of this decision. In very serious cases or when there are repeated fixed term exclusions, a permanent exclusion may be considered.

Monitoring and Review

This policy will be reviewed annually by the Senior Management Team and the Governing Body. The Governing Body will also monitor any exclusions and conduct any appeal processes.

Policy Adopted by Governors: October 2018

Policy to be reviewed: October 2019