

# West Winds Primary School

This policy is based on the SEELB Policy for the promotion of positive behaviour. From the outset it is imperative to note that staff at West Winds Primary School will always endeavour to acknowledge and reinforce the positive behaviour of all children in meaningful ways. To that end, this policy will be regularly reviewed and updated.

## **AIMS**

- **To create an environment in which quality learning and teaching is paramount**
  - To provide opportunities for pupils to achieve success and have that success acknowledged
  - To deliver a suitably differentiated curriculum, meeting the needs of all pupils
  
- **To enable our pupils to make informed and responsible choices and decisions**
  - To provide opportunities for pupils to become responsible for their own behaviour
  - To provide opportunities for pupils to develop mutual respect for the rights of others
  
- **To encourage and develop a sense of self esteem and an awareness of the needs of others through self discipline and a code of conduct**
  - Attempt to enhance the self esteem of all pupils through showing sensitivity to their individual needs
  - To encourage a sense of ownership in the development of classroom rules which reflect the code of conduct of the school

## Rights and Responsibilities

To develop positive relationships throughout the school community, everyone must be treated with dignity and respect, whilst at the same time appreciating their role and responsibilities.

| <b>Rights</b>  | <b>Responsibilities</b>  |
|--|--|
| <b>GOVERNORS</b>   |  |
| <ul style="list-style-type: none"> <li>○ To be consulted</li> <li>○ To be kept informed</li> </ul>   | <ul style="list-style-type: none"> <li>○ To support the Principal and staff in ensuring the efficient running of the school</li> <li>○ To attend meetings and (when possible) school functions</li> </ul>  |
| <b>STAFF</b>   |  |
| <ul style="list-style-type: none"> <li>○ To enjoy a stress free and productive working environment</li> <li>○ To be treated with respect/dignity</li> <li>○ To be kept informed about successes and difficulties throughout the school</li> <li>○ To have a safe, clean, healthy environment in which to work</li> <li>○ To support from management/Board</li> </ul> | <ul style="list-style-type: none"> <li>○ To create a positive, stress free learning environment for their pupils</li> <li>○ To acknowledge pupils' positive behaviour and achievement</li> <li>○ To identify and endeavour to meet the needs of pupils</li> <li>○ To appropriately deliver the curriculum and ensure quality of teaching and learning</li> </ul>   |
| <b>PUPILS</b>  |  |
| <ul style="list-style-type: none"> <li>○ To be treated with respect and dignity</li> <li>○ To be safe and secure</li> <li>○ To hear and be heard - to express his/her opinion</li> <li>○ To learn to achieve success and have that success acknowledged</li> <li>○ To be happy</li> <li>○ To be developed to their full potential</li> </ul>                         | <ul style="list-style-type: none"> <li>○ To work to their full potential</li> <li>○ To know and obey school rules</li> <li>○ To develop self discipline and honesty</li> <li>○ To treat other people/property with respect</li> <li>○ To take responsibility for their behaviour and actions ensuring they do nothing to prevent the learning of others</li> </ul> |

## PARENTS

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>○ To have their child educated to the best possible standard</li><li>○ To be kept informed by the school</li><li>○ Work in partnership with the school</li></ul> | <ul style="list-style-type: none"><li>○ To co-operate with the school rules and attend meetings</li><li>○ To equip their child properly for school</li><li>○ To foster a positive attitude towards school</li><li>○ To promote good behaviour</li><li>○ To ensure children are punctual, attend well, are well kept and do homeworks</li><li>○ To ensure that their children behave appropriately on their way to and from school</li></ul> |
|--|---|

## SCHOOL RULES

- The school Rules will be displayed prominently in each classroom and be reinforced regularly by the class teachers and also at school assemblies
- Individual rules will be reinforced by displaying them in appropriate places around the school
- Each teacher will compile a set of classroom rules in consultation with the children. These will be displayed in the classroom at all times and be referred to regularly.
- Rewards will be given out for keeping the rules and appropriate sanctions will be administered for breaking the rules

We aim to be:

- Consistent
- Firm
- Fair

And to follow up and follow through.

At West Winds Primary School the doors open at 8.45 a.m. Children should arrive in school **no earlier** than 8.45 a.m., unless they are attending breakfast club, as supervision begins at this time.

## MOVEMENT

**Pupils should:**

- Not run within the school building
- Move safely and in a single file within the school building
- Play safely in the playground at break and lunch times
- Display caution and follow instructions when negotiating stairs
- Enter and leave school in a sensible manner

## LEARNING

**Pupils will be encouraged to:**

- Listen to instruction and explanations
- Do their best at all times
- Present their work in an acceptable manner
- Bring a note to explain -
  - Non-presentation of homework
  - Non-participation in PE/swimming lessons
  - Absences from school

## **COMMUNICATION**

**Pupils will be encouraged to:**

- Speak respectfully to one another and to adults
- Put up their hand in class if they wish to speak
- Show good manners when visiting other classrooms
- Solve their problems by talking

## **RESPECT**

**Pupils should:**

- Be polite, respectful, kind, thoughtful and considerate to everyone
- Look after books, equipment and all other aspects of school property
- Put litter in the bin

**We do not accept:**

**BULLYING**

**BAD LANGUAGE**

**DESTRUCTION OF  
PROPERTY**

**STEALING**

**FIGHTING**

**AT ALL TIMES, THE SAFETY OF PUPILS IS PARAMOUNT!**

## REWARDS

In implementing our reward system as a whole school, we aim to positively recognise and reinforce good behaviour and positive attitudes to classwork.

Our objectives are to:

- Make these rewards attainable for all children
- Make these rewards consistent throughout the school, used by all staff - teaching and non-teaching
- Promote self-esteem
- Communicate "good news" to parents
- Encourage pupils to take responsibility
- Move from the need for extrinsic rewards (changing behaviour to gain compliance) towards intrinsic rewards (changing attitudes and gaining motivation)

As staff we would endeavour to find opportunities to

- Give a quiet encouraging word or a public word of praise in front of the class

|      |                        |                      |
|------|------------------------|----------------------|
| E.g. | Well-done              | Good                 |
|      | I like the way that... | I am pleased that... |
|      | Congratulations        | Terrific             |

To give

- Non-verbal praise or encouragement

|      |                  |           |
|------|------------------|-----------|
| E.g. | Thumbs up        | Handshake |
|      | Good eye contact | Smiling   |

To give

- Public acknowledgement of good behaviour in assembly
- Opportunities for children to praise and appreciate one another
- Opportunities to display work in classrooms and corridors
- Opportunities for children to visit another teacher or the Principal to inform them of something deserving praise
- "Good news" messages to parents

Staff will give these rewards in the form of

- Positive comments in children's exercise books
- Stamps, stickers in books
- Pupil of the week for each class with pictures displayed in entrance hall
- Prize day awards
- Sports day awards
- Class playground ribbons

## **Reward System at Key Stage 1 and 2**

To encourage the children to always to give of their best, teachers will operate their own reward systems within their classrooms.

In conjunction with this an additional school system will be implemented.

Each week 1 child from each class will receive a certificate and badge presented at assembly. These certificates can be awarded for good work, good behaviour, kindness, endeavour etc. All award winners will have their photograph displayed on a notice board in the entrance hall.

Each break time a counter will be awarded to classes for good playground behaviour and lining up. Then each week in assembly the class with the most counters will be awarded a ribbon to display in their classroom. The class with the most ribbons will be awarded a prize at Prize Day.

The Principal, Vice Principal (VP) and Key Stage (KS) Co-ordinators will award spot prizes for good examples of behaviour witnessed in the corridors.

### **Example of reward systems in individual classes**

- Verbal praise
- Praise given for best work/book/group
- Motivation stars, stickers, happy faces for good work
- Showing good work to the rest of the classes to be applauded
- Displaying work on the wall
- Taking work home to show parents
- Showing work to another teacher or Vice Principal (VP)/Principal
- Allowing a child to be "leader" in the line, messenger
- Student of the week given weekly
- Sweets given occasionally
- Being allowed to do specific jobs/messages

Unfortunately, despite every effort to promote and encourage good behaviour in school, situations will arise when behaviour is unacceptable and sanctions need to be in place to deal with this.

# SANCTIONS

| <b>Low level misbehaviour<br/>(Sanctions 1-4)</b>   | <b>Range of sanctions<br/>(Usually Teacher directed)</b>   |
|---|--|
| Talking out of turn<br>Shouting out/interrupting<br>Leaving seat at the wrong time<br>Fidgeting<br>Not having pencil/pen<br>Not doing homework<br>Not listening/paying attention<br>Inappropriate questions<br>Distracting others<br>Not doing best work<br>Making noises<br>Annoying others<br>Telling tales<br>Sulking<br>Cheekiness<br>Disobeying school rules<br>Using the occasional bad language                                | <ol style="list-style-type: none"> <li>1. The look/hand signal</li> <li>2. Rule reminder/warning 1,2,3</li> <li>3. Moving seat/extra work</li> <li>4. Related sanction e.g.               <ul style="list-style-type: none"> <li>• Completing or repeating work at lunchtime</li> <li>• Doing homework during lunchtime</li> <li>• Cleaning up the mess</li> </ul> </li> </ol> |
| <b>Moderately serious behaviour<br/>(Sanctions 5-9)</b>   |  |
| Offensive gestures<br>Hitting/pushing<br>Telling lies<br>Regularly talking out of turn<br>Regularly shouting out/arguing back<br>Spitting<br>Destroying own or others' work<br>Persistently leaving seat at wrong time<br>Regularly not doing homework<br>Regularly not listening/paying attention<br>Regularly distracting others<br>Intimidating peers (verbally or physically)<br>Defiance<br>Persistently disobeying school rules | <ol style="list-style-type: none"> <li>5. Time out with another member of staff in another classroom</li> <li>6. Sent to Vice Principal (VP)</li> <li>7. Key Stage 2 Detention on Wednesday</li> <li>8. Parents/guardians contacted</li> <li>9. Consult SENCO regarding Stage 1 or 2 intervention</li> </ol>   |
|   |  |



|   |  |
|---|--|
| <b>Very serious behaviour<br/>(Sanctions 10-16)</b>   |  |
| Deliberating telling lies<br>Stealing<br>Rudeness/insolence to adults<br>Hurting others physically or mentally<br>Bullying (Persistently annoying another child)<br>Persistently swearing<br>Running out of school<br>Deliberate damage to school property<br>Deliberate damage to others' property<br>Truancy<br>Aggression towards staff<br>Persistent/deliberate lateness<br>Smoking/drugs/solvent abuse | 10. Barred from playground<br>11. Detaining for up to 5 minutes to prevent trouble on way home<br>12. Referred to Principal<br>13. Loss of privileges<br>14. Put on behaviour contract<br>15. Referred to Educational Psychologist (Stage 3)<br>16. Suspension/expulsion |

When considering which sanction to employ, teachers and supervisory staff will use their discretion, always aiming to make sanctions appropriate to the misbehaviour.

Parents may be consulted at any stage during the sanction procedure.

A child who is displaying consistently bad behaviour will be placed on a Behavioural Report, where staff will keep detailed records of all misdemeanours or offences. In Key Stage 1 this will be in the form of a home school diary and in Key Stage 2 this will be in the form of a Behaviour Contract.

The staff present or on duty will deal with these situations. Prevention of situations where physical restraint has to be considered is always preferable. However, if physical restraint cannot be avoided, it should only be in the case of having to intervene: -

- Where there is danger of injury to the child or others
- To avoid serious damage to property

In the case of major incidents warranting suspension, this will take place at the direction of the Principal, in consultation with the chairperson of the Board of Governors. Parents will be contacted. This may be for a period of up to 5 days. In serious instances, expulsion may be considered, but only after consultation with the Board of Governors. This recommendation would be made to the SEELB.

## **LINKS WITH OTHER POLICIES**

This policy is seen as an integral part of the School Development Plan and can be linked directly with all of the other school policies such as: -

- SEN
- Child Protection
- Anti-bullying
- EMU
- Health and Safety
- Curricular Policies

With special reference to SEN, strategies for promoting and sustaining good behaviour and for managing behaviour difficulties are seen as part of the 5 stage approach set out in the code of practice for Special Educational Needs. Stages 1 and 2 are entirely school based, Stage 3 is also school based but with the help and support of agencies outside school.

## **MONITORING AND EVALUATION**

This policy has been formulated in consultation with the staff and pupils. It is the intention of the staff to review and update it regularly.

It is important to remember that staff, pupils and parents all have an active part to play in the implementation and maintenance of this policy.