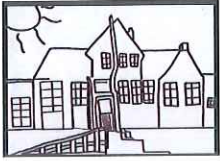


Lea Primary School & Wessington Primary School
working in partnership with Holloway Playgroup



Wessington Primary School



Learning, Enjoying, Achieving



Holloway Playgroup

Lea Primary School

Wessington Primary School

Behaviour Policy

Committee responsible for reviewing and updating this policy:	Teaching & Learning Committee
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Date of Review:	Governor's Meeting Minute Number:	Comments:

School Behaviour Policy

Aims

Together we are working to provide a welcoming environment where children will receive a happy and successful start in life, enabling each pupil to be confident and to realise his or her true potential, finding areas where each child can succeed.

We aim to create a stimulating and caring school environment with order, harmony and mutual respect in all relationships.

We aim to promote the environment where everyone feels happy, safe, secure and valued. The following is from the school's aims and values:

Learn, enjoy and achieve. These are the foundations, along with promoting British values, upon which our school aims, values and ethos are based and that we aspire to share with everyone in the school community.

We believe that the positive promotion of good behaviour throughout the school will help us to achieve these aims.

The staff at Lea Primary School are committed to maintaining and promoting the highest expectations and standards of good behaviour. They are an essential factor in the educational experience of our children and for their happiness and well-being while in our school.

Rights, Rules and Responsibilities

- *Rights*

All children have the right to develop their potential and be safe and happy- *to Learn, Enjoy and Achieve*

- *Rules*

The rules or codes of behaviour are essential for maintaining the rights. These are applicable across the whole school, in the classroom, in the playground and at lunchtime

The formulation of school rules helps children to understand that certain behaviour is not appropriate and sets out expectations of desirable behaviour. Rules are formulated with the children: this helps them to feel involved with the process and gives them an opportunity to put forward their own views on appropriate behaviour. Children are more likely to understand and follow rules which they have discussed and agreed themselves.

At Lea Primary School we discuss the importance of rules with the children and ask them to make suggestions for suitable rules. These are then agreed as a whole school (with the school council) and with individual classes. The rules will be updated annually so that each new intake of children has been involved in their formulation.

Rules are displayed in each class.

- *Responsibilities*

For their rights to be maintained children have to take on the responsibility of following the rules. If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions.

The children and teachers have worked together to establish a Code of Conduct for the whole school and within each classroom. These rules are displayed in each classroom and the code of conduct around school.

Code of Conduct

At Lea Primary School and Wessington Primary School, the following whole-school Code of Conduct has been agreed:

- Try hard to do our best.
- Be kind and speak politely to everyone in the school community.
- Respect other people, their possessions and school property.
- Be helpful and polite.
- Ask for help or tell an adult if we are unhappy.
- Accept responsibility for the things we do.

We believe the most effective way of achieving our aims is to praise and encourage positive behaviour.

How can we reduce the risk of on-line radicalisation?

Recent events in this country and abroad have highlighted the need for schools to be vigilant in order to ensure that pupils are both protected from, and informed about, the dangers of radicalisation, both for and against a range of organisations and belief systems.

At Lea Primary School and Wessington Primary School we aim to tackle this in a number of ways.

- A comprehensive filtering system ensures that websites with extreme views are not accessible to pupils. However, we also recognise that no filtering system is perfect and therefore sessions where the internet is used for research are always supervised by members of staff. Pupils are taught that whilst the internet is an easily accessible learning resource it is also a platform where some people may wish to share extreme views and many of these websites can, at first glance appear plausible as they are modelled on sites that are recognisable. The computing curriculum includes sessions which teach pupils about the need to be vigilant when using the internet and to immediately share any concerns they may have with the nearest adult. Staff then pass on their concerns to the Computing co-ordinator who will, if needed, contact the filtering administrators to get websites on the filtered list.

- When staff observe pupils looking at inappropriate websites then it is reported to the Head and the Child Protection Co-ordinator. The recent internet histories of pupils causing concern can also be examined.

Lea Primary School and Wessington Primary School have a document entitled *How We Teach British Values* which is available on the school website. This document outlines how the school teaches and promotes the core values of tolerance and understanding across all belief systems.

- The RE curriculum also ensures that the belief systems of major religions are studied to ensure that pupils have an understanding of the core values of tolerance and non-violence.
- As well as teaching the core values of tolerance and non-violence, the PSHE curriculum teaches pupils the need for non-violent conflict resolution.
- Regular whole school and key stage assemblies promote celebration days and holy days of significance for the major religions. They may also discuss current affairs so that pupils can talk about events in the news and receive a balanced view as to possible reasons for events.
- Pupils who appear to be at risk from radicalisation (those who have made continued extreme comments to both pupils and staff) are monitored by staff who raise issues with the Head, the Child-Protection Co-ordinator.

Teaching and Classroom Strategies

Effective classroom management is essential for maintaining good behaviour. We will promote good behaviour in the following ways:

- Use positive language.
- Highlight and reward good behaviour.
- Group children appropriately to avoid situations where behaviour problems could arise.
- Pre-empt behaviour problems and prevent them from happening through classroom monitoring.
- When criticism of behaviour is necessary, focus on the undesirable behaviour witnessed, not on the personality of the child.
- Use sanctions when necessary. Follow the whole-school policy and refer to agreed school Code of Conduct.

Rewards

At Lea Primary School and Wessington Primary School we constantly aim to nurture a culture of positivity and harmonious relationships among all our school community. In this way we are able to continually reinforce the expectations of behaviour that are set out in the school rules.

Our rewards include:

- Praise
- Stamps
- A wide variety of stickers.
- Child shares achievement with Headteacher
- Group/whole class rewards
- House points (in classes 2, 3 and 4 up to a maximum of 3 awarded) – the winning house receives a prize each term. House teams and points are displayed in the 'blue room
- Child is sent to another class for praise
- Weekly 'Star of the Week' certificates are awarded to two or three children from each class
- Parents of children who receive these awards are sent a text message from school to share the good news.

Sanctions

Children are taught what unacceptable behaviour is and are made aware of the consequences of breaking the rules.

Minor incidents will be dealt with within the classroom by reminding the child of the rule or task, or introducing such consequences as withdrawal of privileges (after a warning of this) – this may include loss of playtimes or lunchtimes of 'time out' within the classroom.

Sanctions will follow the class/whole-school scale of sanctions.

There is a consistency of approach throughout the school from Foundation Stage to Key Stage 1 and 2.

If a more serious problem occurs the Headteacher or Senior Teacher will be informed. Persistent misbehaviour will be dealt with in the following ways.

- A Home/School contract – working with parents to produce a programme to encourage improvement in behaviour.
- Seeking help from outside agencies such as the Education Psychologist.
- For repeated and serious breach of the Behaviour Policy, the Headteacher has the responsibility for giving fixed-term suspensions, following Local Authority procedures.

Whenever possible, good behaviour will be rewarded and sanctions will be avoided. However, it is sometimes necessary to use sanctions when behaviour problems persist. ***In all cases, staff will use their professional judgment when deciding which sanctions will be imposed (and when).***

They are as follows:

- Child will receive a verbal warning.
- Minutes may be deducted from the child's playtime.
- Child will miss playtime.
- Child will be sent to the Headteacher.
- Child sent to the other class to work or receive a verbal warning.
- Parents informed.

We refer to rules, rights and responsibilities and the school Code of Conduct within the PSHE curriculum.

Special Behavioural Needs

Sometimes children experience particular problems maintaining good behaviour. In such cases the rewards and sanctions ladders will be followed, as above. If the problem behaviour continues to persist, the child may need to be included on the Special Educational Needs register. In such cases evidence of persistent behaviour problems will be collected and outside agencies such as Educational Psychology service or Behavioural Support Service may be consulted. In cases of persistent behavioural problems, the school will take further measures to promote good behaviour, as follows:

- Implementation of Individual Action Plan.
- Implement Behaviour Contract or behaviour chart.
- Liaison with parents via a home-school behaviour booklet.

Success Criteria

This Behaviour Policy will be reviewed annually. Feedback from parents, Governors and staff will be used to determine the success of the policy as well as self-evaluation judgments, QDD and Ofsted reports.