

BEHAVIOUR POLICY

(Version 2.0)

Name of School: Weston Favell CE Primary School

Committee/Person(s) Responsible: Head teacher and Senior Leaders

Distribution: Governors/staff

Review Date: November 2021

Document Reviews

Version	HT/SLT/TLPO	Adopted Full Gobs	Comments	Initial
1.0	11/18	12/18	New Policy	MV
2.0	11/19	12/19	Changes to number of class rewards	MV



Living, Learning and Growing Together in God's Love

John 10:10

Jesus said "I came to give life – life in all its fullness."

We are a school rooted in God and our community through our founders. We continue their vision to welcome, nurture and enable all to flourish and develop as unique individuals who share their gifts with each other and the wider world.

Weston Favell CE Primary School

Behaviour Policy

Our school is committed to creating a caring, secure, stimulating Christian environment in which individuals feel respected and valued, and are enabled to reach their optimum potential emotionally, social and academically.

Our Values

At Weston Favell CE Primary School, we strive for children to demonstrate impeccable behaviour as well as encouraging a high standard of attitudes to learning. Together, these attributes are essential skills, contributing to successful school and adult lives.



Our Caterpillar Values guide us through daily life at Weston Favell.

We strive for all members of the school community to display these values at all times:

- We show **compassion** for others
- We are **conscientious** in our approach to learning
- We **communicate by** listening respectfully and speaking confidently and clearly
- We show **courage** in making the right choices
- We try our best to be **creative** in our approaches to solving problems and thinking of new ideas
- We all work together to support our school and the wider **community**
- We treat others **courteously**

Implementation

- All staff are committed to the success of our Caterpillar Values. We act as positive role models, showing fairness and consistency in our approach to upholding high expectations of behaviour.
- Parents and children are requested prior to entering the school, to read and sign our Home/School Agreement, which outlines our behaviour expectations.
- Caterpillar Values are reinforced through worship, 'Circle Time' activities, PSHE lessons and displays.
- Themes such as anti-bullying and anti-racism are regularly reinforced, and children are expected to respect others without prejudice or discrimination.
- Children with additional needs are supported through Individual Behavioural Plans and we ensure that all adults in the classroom know how to respond sensitively to their needs.
- Our Behaviour Support Worker works closely with our SENCO and class teachers in supporting children with SEMH needs. This is achieved through such programmes as 'Drawing and Talking', and 'Protective Behaviours'. The support plan will be shared with parents and the child to identify how school and home can work together to support the child.

Nurture

The Acorn Room is our nurture room where children with SEMH needs are supported to develop social and emotional skills. Our aim is for these children, having spent a dedicated amount of time in 'The Acorn Room', to reintegrate fully into classroom life where they are able to flourish using learnt techniques to overcome previous social and emotional barriers.

School Rules

School rules are displayed in every classroom and all communal areas, including the playground:

We are kind and helpful - *We do not hurt others*

We are honest and take responsibility for our actions – *We do not cover up the truth*

We listen to others respectfully – *We do not interrupt*

We show respect to ALL adults and follow instructions- *We are never rude or disrespectful*

We try our best in all we do – *We do not stop others from trying their best*

We look after our environment – *We do not damage or waste things*

Rewards and Consequences

Each classroom displays a behaviour rainbow to encourage children to strive for outstanding behaviour every day. All children have their own named peg which is positioned at the start of every morning and again every afternoon, on the green 'Ready to Learn' section (see below)

Colours of the Rainbow	How they are achieved	How is this dealt with?
Superstar	Continually demonstrating our school values	By all classroom based staff.
Persevering to achieve	Continuing to demonstrate our school values	By all classroom based staff.
Great values demonstrated	Demonstrating any of our school values	By all classroom based staff.
Ready to Learn	All pegs should be positioned here at the start of the day	By all classroom based staff.
Stop and Think!	-Shouting out -Disturbing other people -Not following instructions -Leaving the classroom without permission -Not being honest	By all classroom based staff in using classroom behaviour management.
Break time missed	-You have continued to behave in the wrong way despite warnings from an adult -Using unkind words to others	By teachers alongside Phase Leaders and DHT. Reflection sheet completed, sent home and kept in behaviour file.
Parent Contact (Involvement of Senior Staff)	-Damaging the school environment/property -Physically hurting another person on purpose	Executive Headteacher, Head of School, DHT and Parents.

	-Verbal abuse/racial language -Spitting	
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Rewards

At Weston Favell CE Primary, we have a clear set of rewards and consequences designed to encourage positive behaviour and to deter inappropriate behaviour.

Appendix A lays out the rewards used across school and adapted depending on the age of the child.

School Trips

If staff feel a child presents a health and safety risk or there is a risk of serious misbehaviour during a planned visit out of school, the Headteacher will be informed and may decide to sanction the withdrawal of that pupil. In extreme cases, the Headteacher may decide that the child is unable to attend the trip at all due to health and safety risks to themselves and others.

Restraint/Reasonable Force

Staff in each year group are fully trained in positive handling techniques and may use reasonable force to prevent pupils injuring themselves or others. If a child is out of control and physical restraint becomes necessary to ensure safety, staff will use positive handling techniques and will call for assistance from a senior member of staff or delegated staff member. Staff will use the minimum restraint necessary whilst attempting to calm the situation.

Recording of behaviour concerns

MyConcern is used by all staff to log significant behaviour concerns.

Completed Reflection Sheets should be scanned and uploaded onto MyConcern.

Internal fixed term exclusion

Instances where a child has reached 'indigo level' on the behaviour rainbow may necessitate an internal exclusion from the classroom. It may be that the child in question spends an agreed amount of time in another classroom or works in isolation outside the HT/DHT offices. In both cases, the class teacher will provide accessible work for the child.

External Fixed term exclusion

Refer to the School's Exclusions Policy.

Reintegration after fixed term exclusion

A meeting will be arranged with parents, Head Teacher or Deputy Head Teacher, the class teacher and the child after the external exclusion ends. The aim of the meeting is to create an agreement between all parties of future expectations. Minutes of these meetings will be taken and added to MyConcern records.

Permanent Exclusion

This severe measure is only taken by the Head Teacher and ratified by the school's governing body when there is total non-compliance from the child. The school follows the County Council Guidance on exclusion which is available at:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/attendance-and-behaviour/Pages/default.aspx>

<http://www.iasnorthants.co.uk/Pages/home.aspx>

Appendix 1 – Praise and Rewards

At Weston Favell CE Primary School we use the following strategies to praise and reward children.

As children display positive behaviours towards our Caterpillar Values they are moved up the class rainbow with the goal being to become a Superstar. They receive a golden sticker 'Ask me why I'm a Superstar?'. The consequence of this is that all members of the school community can see that the child has displayed outstanding behaviour and congratulates them accordingly.

The number of times the child is 'Superstarred' is recorded by the teacher on a class behaviour log and towards the end of each term, the two highest achieving 'superstars' in the class are rewarded with a 'special activity'. This will be led by member so of SLT.

Individual Rewards

When awarding dojos for individual pieces of work:

- 1 dojo for a good piece of work
- 2 dojos for a very good piece of work
- 3 dojos for an amazing piece of work

- 50 dojos – bronze award
- 100 dojos – silver award
- 150 dojos - gold award
- 200 dojos – platinum award

Our class dojo chart

Each time a class dojo is awarded, a square is coloured in on the class dojo chart. When the chart is full the class has a reward e.g. extra play.

- KS1 25 dojos = class reward
- KS2 50 dojos = class reward

Rewarding behaviour at Celebration Assembly

Each week teachers award certificates to children in their class who have demonstrated positive approaches to our Caterpillar Values. These are as follows:

- 'A' Value Award' for a child who has shown such attributes as kindness, inclusivity, courage etc.
- 'Super Learner' for a child who has shown a conscientious attitude to learning.
- Reading Award
- TT Rockstar Award
- Parents of the children receiving the award are invited to Celebration Assembly.

Consequences

If children are displaying negative behaviours towards our Caterpillar Values, they are pegged down on the rainbow. We foster a culture of repair, encouraging the child to consider, '..how can I get back to green?' so that children have an opportunity to improve their behaviour. When a child has difficulties managing their emotions a 'safe place' should be identified for the child and recorded in a behaviour management plan.

Where children reach the Indigo stage of the rainbow (break time missed) they will complete a reflection sheet with the class teacher, take it home to be completed with their parents and then return this to school to be scanned and uploaded onto MyConcern. .

At break times, if children are not following the agreed school rules, they are to stand by the courtyard flowerbed and reflect on their behaviour for 5 minutes. A member of staff on duty is responsible for supervising the children. A behaviour slip is completed and sent to the class teacher to keep in their class behaviour file. This is monitored by senior leaders to identify children who need support in managing their behaviour during unstructured time.



Reflection Sheet

Name: _____

Date: _____

What happened?

What were you thinking/feeling?

Who do you think has been affected?

What do you need to do now?

Please talk about this at home



Parent: _____

Child: _____

Class Teacher : _____

Date returned: _____

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