



## **Warren Park Primary School Behaviour Policy**

**It is the aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. At Warren Park our behaviour policy is designed to support the way in which all members of our school work together. We aim to promote the overall wellbeing of pupils and staff and an environment in which everyone feels happy, safe and secure.**

### **1. Roles and responsibilities**

It is the role of the Governing body, the Headteacher and the Senior Leadership Team to promote and support this behaviour policy by their own behaviour and the supporting of all colleagues and children to implement and adhere to the policy.

### **2. Key principles**

- that enabling each child to develop personally, socially and emotionally is an important part of the work at Warren Park School, in line with British Values
- that prevention is more effective than responding to disruption.
- that positive approaches which focus on rewarding appropriate behaviour are more effective than those which focus on unacceptable behaviour
- that clear consequences and sanctions for poor behaviour are in place.
- that all adults in the school community have an important part to play in providing good role models
- that a consistent approach is essential to ensure children feel secure
- that children need to understand clearly what is required of them
- that working with parents is an important part of promoting social and emotional development.

### **3. Expectations**

We believe that children behave well when:

- there are high clear and consistent expectations which focus on good behaviour and when they understand that there are/will be consequences for inappropriate behaviour.
- children and staff are treated with courtesy and respect

- staff and children feel that they are valued members of their class, year group and the whole school
- behaviour problems are seen as the shared responsibility of all staff and there is clear communication and consistency
- all staff listen to children and are sensitive to their needs and report via CPOMS, tagging in appropriate people, if appropriate.
- children are enabled to engage in decision making at an appropriate level
- parent support and participation is actively sought and expected and when parents will work in partnership with us

#### **4. Rewards**

We regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school.

Rewards can be given for achievement, attitude and effort.

Rewards can include

- Moving name up on the zone board
- Positive gestures from staff (smiles, etc.)
- Praise
- Comments/feedback on work
- Displays of good work
- English/Maths star
- Stickers
- Star charts
- Sharing work with other adults
- Letters to parents/phone calls home
- Postcards
- Star of the week
- Prize box
- Special awards
- Book tokens
- Table points
- Team points
- Reward time

Whole school reward systems include:

Zone boards

All classes/year groups will have their own zone board with 5 sections. Children collect a stamp on their card every time they are at the top of the zone board as

well as a sticker. Once they have collected 6 stamps they bring their card to the Headteacher where they receive a stamp on their hand and positive praise. 5 stamps on their card = Warren's friend toy in assembly. Yr 6 will ensure that children are aware of their whole school rewards in line with appropriate transition packages.

### Stars of the week

Every Monday assembly a child from each class, and COSMIC, receives a Star of the Week award and badge in recognition of good work, achievement, positive attitude, etc. linked to our weekly British value theme.

Children from across the school maybe nominated for a Special Award, often linked to SMSC and British values.

Photos are displayed on the board outside the Headteachers office.

## 5. Sanctions

Children are always encouraged to make the right choices with regards their behaviour and attitudes to learning and to each other. The zone board is used as a very clear way to give children opportunities to turn their behaviour around.

Step 1: Children are given a **verbal warning** regarding the unwanted behaviour and to make the right choice. If they choose to continue with inappropriate behaviour, children will be asked to move their name down on the zone board.

Step 2: An adult/another member of staff will take time to discuss with children the reasons for their behaviour and provide opportunities to allow children to '**turn their behaviour around**'.

Step 3: If behaviour continues, children may end up on the bottom of the zone board. This will lead to a more serious sanction

- Time out in another class linked to mentoring/year group partnerships
- Detention

Children should be given every opportunity to **think** about their actions and to **resolve the situation**. This may involve a conversation with year leaders and ensuring that parents are informed.

Step 4: Child is sent to Headteacher or Deputy Head to discuss their behaviour choices.

There may be some incidents where the severity of the behaviour (often playground related) means that children are sent straight to the Headteacher or Deputy. This may lead to a period of internal exclusion.

All staff will make informed choices on how they deal with behaviour (Ref Use of Reasonable Force)

Children may be asked to move their name down if they

- are disruptive
- are unable to settle to tasks
- prevent other children from learning
- are disrespectful to each other or an adult in school

Detention for KS1 may mean staying in at playtime to complete work/have time out and in KS2 may mean loss of playtime. Each year group will organise their own detentions which should be as soon as possible, preferably on the same day. We may consider the use of detention after school if appropriate. A record will be kept.

Occasionally children may need additional support with their behaviour and so a behaviour plan may be written in consultation with children, parents, staff and SLT, including the SENCo. This will be monitored by Year Leaders and the SENCo.

Year leaders have discretion to make decisions/give time if incidents need to be dealt with and in consideration for staff wellbeing.

## **7. Playground**

The same high levels of behaviour and values are expected at playtimes as well as other aspects of school life. Specific incidents need to be reported, in the first instance, to the child's class teacher and then passed to a member of the SLT. All incidents will be dealt with according to the behaviour policy but with the best intent of not impacting on learning.

## **8. Off-site activities/Kids club**

Children attending any activity outside of school or the normal school hours, e.g. sports activities, trips, Kids club, will receive the same consistent response to their behaviour in line with this policy.

## **9. Bullying**

Our school anti-bullying policy supports the behaviour policy and any dealings with bullying should be considered alongside this policy.

## **10. Parents**

Staff will be encouraged to have an open and honest dialogue with parents with regards behaviour. Parental support is vital in supporting children in making the correct choices with regards their behaviour and staff will have sensitive conversations with parents to ensure clarity. Parents and staff will work together to ensure the best possible outcome when dealing with behaviour concerns and

that any such concerns are shared and explored at the earliest opportunity. There are also systems in place to support parents with behaviour at home and staff should refer parents to our HSLW. Schools are also responsible for supporting and dealing with behaviour that happens out of school if appropriate, following DfE guidance.

### **11. Monitoring**

All recorded behaviour incidents, including bullying, will be monitored by the SLT and actioned and followed up. Specific issues will be shared with and discussed with the Progress Team. Behaviour incidents must be logged on CPOMS to allow appropriate monitoring to take place and there should be a record kept of detentions that is monitored by year leaders and SLT.

This policy should be read alongside the DfE Behaviour and Discipline in School guidance, Use of Reasonable Force guidance and Keeping Children Safe in Education.