



William Levick Primary School Behaviour policy and procedures

Policy Statement

At William Levick Primary School we aim to maintain a calm and orderly environment where all members of the school community feel safe and happy and are able to learn effectively. We believe that this is achieved through having a behaviour policy which is fair and applied consistently.

Our emphasis is on promoting positive behaviour and acknowledging, through rewards and praise, those children who are demonstrating appropriate behaviour. We believe that this approach helps to prevent poor behaviour in many situations. We see it as our responsibility to ensure children understand what constitutes inappropriate behaviour and see that there are consequences for inappropriate actions.

We will always seek to identify the root cause of any poor behaviour and provide appropriate support to allow the child to amend their behaviour. This may involve working with parents and / or outside agencies.

We will record any incidents appropriately using agreed school methods and will be mindful of any situations which may constitute bullying. If there is evidence to suggest that bullying has taken place we will act within the guidelines of the anti-bullying policy and procedures document.

We consider the behaviour of every child to be the responsibility of every member of staff and should be dealt with as per the procedures outlined below.

Internal procedures

At William Levick we have a set of **five** whole school values that provide the backbone for our behaviour policy. These have been developed through consultation with governors, parents / carers, children and staff and are as follows:

Respect, cooperation, responsibility, perseverance and positivity.

Through assemblies and class discussions these values are explored. Children are expected to demonstrate these values and are encouraged to acknowledge them in each other.

In order to re-enforce the values and to promote positive behaviour children are rewarded using verbal praise, house points, stickers, certificates and golden time.

Children displaying poor behaviour see the consequences of their actions predominantly through sanctions such as verbal reminders and then through a yellow and red card system resulting in loss of playtime / lunchtime or loss of golden time. In rarer cases children may be excluded from trips and events, or have internal exclusions. In more extreme cases, children may be excluded from school. Any such incidents will be reported accordingly and the school's exclusion policy will be adhered to.

In order to ensure this policy is administered fairly and consistently staff work within the following guidelines:

Every class has a traffic light system. (Red, Amber, Green)
Every child starts the day on green.

If a child is displaying inappropriate behaviour or using inappropriate language, they will be given a verbal reminder which points out what they are doing that is inappropriate and stating what is expected of them to put it right.

If the child's inappropriate behaviour / language continues they will be moved to amber with an explanation of why and a reminder that if it continues they will be moved to red.

If the child continues to display inappropriate behaviour they will be moved to red, again with a clear explanation of why.

If a child acts inappropriately or dangerously, the traffic light system may be bypassed by staff and a red card issued. This results in the child meeting with the Headteacher to discuss their behaviour and to miss playtime, or part of lunch time. (This also includes if a child has been given a second amber card).

In EYFS children receiving the equivalent of a red card will immediately be given time out and will lose 10 minutes of their free exploring time. An adult in EYFS will discuss with the child why the behaviour is inappropriate and what they must do to improve their behaviour.

If a child in Y1-Y6 receives a red card or two ambers, they will miss the following break time. The names of any children losing break time will be passed on to the Headteacher with an explanation of the reason for the card(s).

Any amber or red cards should be recorded by the teacher at the end of the school day along with reasons for the cards.

During lost break time children will use their time to discuss their behaviour with the Headteacher or in their absence the Deputy Headteacher.

If the child has 2 amber cards during the week this equates to a red card and the same consequence applies (they will miss their break time).

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At break time the same principles apply. Any adult administering a card should send a message to the relevant class teacher at the end of the break time.

At lunchtime, if there are any incidents Lunchtime Supervisors should send for the senior member of staff on duty to discuss the incident with the child and administer the appropriate card. The member of staff on duty should feed this back to the class teacher.

From 2:45pm on Friday afternoon, all classes have Golden Time.

If a child (Y1-Y6, or FS if deemed appropriate) ends the week with two red cards, or 1 red and 2 amber cards, or 4 amber cards, they will lose their Golden Time. Again, during this time they will go through the incidents and discuss what they will try to do the following week to improve their behaviour. They will also use this time as an opportunity to apologise in an appropriate way to the victim of their actions.

Behaviour is monitored regularly. If the Headteacher has received a number of incidents in a short period, for example 3 red cards in 3 weeks, then they may decide to invite the parents / carers into school for a meeting, either by letter or phonecall. Support will be put in place for the child in order for them to show positive behaviour. This may include personalised behaviour programmes in the form of report cards or sticker charts, for example.

If a child's behaviour doesn't improve as a result of the above procedures, support and sanctions as detailed in the school's exclusion policy will be applied.

Verbal praise, stickers and house points are used in class to reward good work / effort etc. House points are collected each week and are communicated to children in Friday's celebration assembly. Once a house receives 1000 house points they will receive a dress down day the following Friday, where applicable. The House that wins the week, will receive additional time on the trim trail at playtime and lunchtime the following week.

Special considerations:

We are an inclusive school. We appreciate that children may have additional needs and will take this into account when applying the behaviour policy. However, we also believe that every child has the right to feel happy and safe in school..

This policy has been reviewed and approved by the staff and governing body:

Date: October 2016

Headteacher's signature: _____

Chair of Governor's signature: _____

Date of next review: October 2017