

Wolsingham Primary School



Management of Behaviour Policy A Positive Ethos

Chair of Governing Body: *P. Eastwood*

Headteacher: *S. Kitching*

Date: 28.2.19

Reviewed: October 2020

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Children are involved with developing codes of conduct and codes of learning and all children and adults are aware they are accountable for what happens in our school. The policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this policy in a consistent way allowing everyone to voice their opinion. This policy aims to help children to learn and to reach their full potential in a setting that is supportive and caring, free from risk of harm and one which treats people in a consistent, fair way, encouraging them to become positive, responsible and increasingly independent members of the school community. Children are encouraged to take part in discussion about the management of behaviour, including the creation of school codes of conduct, rewards and consequences. Children are also entitled to be reminded of rules and expectations and to be praised for their achievements. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation and respect to others. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviours.

The Code of Conduct and Codes of Learning are displayed around school and in each classroom.

Wolsingham Code of Conduct

Respect Yourself

Respect Others

Respect the Environment

Reception and Key Stage 1 Code of Learning

We look and listen.

We start activities straight away.

We keep going and seek help if we need it.

We do our best and feel proud.

We take part, share our ideas and work together.

We set our own goals.

Key Stage 2 Code of Learning

We look and listen.

We start activities straight away.

We work independently and use self-help strategies.

We do our best and feel proud.

We participate, contribute, collaborate!

We set our own goals.

Rewards and Consequences

The school acknowledges all the efforts and achievements of children, both in and out of school.

The school runs a system, which praises and recognises good choices. It also includes a number of strategies to deter children from making poor choices. Children agree class charters at the beginning of the year and accept their rights and also their responsibilities. These charters are based on the codes of conduct and codes of learning and each class displays these.



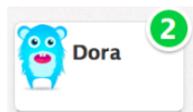
Class Dojo

Class Dojo is a web-based system, which creates an avatar character for each pupil and enables them to earn Green Dojo points for positive behaviour and hard work and Red Dojo points as consequences. The system records points given and the reasons, creating an overall percentage (green dojos increasing the overall percentage and red dojos reducing the overall percentage).

All pupils who follow our school codes of conduct and codes of learning will enjoy 'Green Time' activities each week and receive behaviour awards each half term.

Green Time

To celebrate excellent behaviour and hard work, 'Green Time' activities take place every Friday afternoon from 2.30pm until 3 pm. Children have the opportunity to participate in activities, including sporting activities, quizzes, arts and crafts and games.



Awards

During our awards assembly on Friday mornings, the child(ren) from each class with the highest combined number of Dojos receives a Dojo VIP award. Special awards are presented at the end of each half term to pupils who have consistently behaved and worked in line with our school codes of conduct and code of learning and achieved 100% Green Dojo Points.



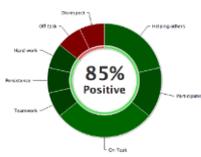
Consequences

Where consequences are necessary, they are graduated and are consistently and fairly applied by all staff. In the event that a pupil does not behave in line with our agreed Code of Conduct or Code of Learning, the following sanctions have been agreed:

- 1 Verbal warning.
- 2 Verbal warning and name put on grey cloud.
- 3 Verbal Warning, name put on thunder cloud and following playtime missed.
- 4 Red Dojo Point given, following playtime missed, 15 minutes of Red Time missing Green Time and letter home to parents (Appendix 1).
- 5 2nd Red Dojo Point given, all playtimes missed that day, letter home to parents (Appendix 2) and 30 mins Red Time missing Green Time.
- 6 3rd Red Dojo Point given and all playtimes missed that week, letter home to parents (Appendix 3) and 60 mins Red Time missing all of Green Time for 2 weeks.
- 7 Sent to Headteacher for appropriate action – sanctions may include missing educational visits, sporting events and more than a day of playtime.

Low level disruption can have a significant effect on the classroom learning environment and therefore will not be tolerated. Incidents of low level disruption resulting in a child's name being moved to the cloud (1 point) or thunder cloud (2 points) will be recorded by the class teacher across each half term. If the number of incidents or points exceeds the number of weeks in the half term (i.e. more than 1 per week), this will automatically convert to a Red Dojo point being given.

Please note: If a child seriously breaches the school's management of behaviour policy, they will be immediately sent to the Headteacher for appropriate action. Serious incidents are recorded in detail.



Behaviour Records

If a pupil receives a Red Dojo point, this will be recorded alongside Green Dojo points. If a pupil consistently does not behave in line with our agreed Codes of Conduct or Code of Learning, then a letter will be sent to parents requesting a meeting with the class teacher.

At this meeting the following will be discussed:

- ✦ A behaviour Log (Appendix 4)
- ✦ Sanctions / rewards agreed.
- ✦ Monitoring arrangements.
- ✦ Discussion key points will be recorded

Following a meeting with the class teacher, if issues are not resolved, parents will receive a letter requesting a meeting with the class teacher and Headteacher.

At this meeting the following will be discussed:

- ✦ Behaviour IEP / agreement set up (Appendix 5).
- ✦ Way forward agreed confirmed in writing in a letter.
- ✦ Monitoring arrangements set up.
- ✦ Sanctions agreed.

Also at this meeting, the school's Exclusion Policy would be shared with parents.

The Class Dojo system keeps a record of Green and Red Dojo Points awarded to each pupil.

- Pupils who have received all Green Dojo Points, will enjoy all of their playtimes and the full 30 minutes of Green Time.

Red Time

Where pupils receive Red Time, they are sent to the Headteacher's Office on Friday afternoons. During 'Red Time', pupils are asked to discuss and / or complete a worksheet, which outlines why they have lost their playtime, how they feel about it, what they should have done, what they would like to say to their teacher and how they plan to behave in future.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Our 'Worry Box' supports this and provides pupils with a confidential opportunity to report to staff. Similarly, the 'Worry Bear' provides this opportunity for younger children.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996 'The Use of Force to Control or Restrain Pupils'. Teachers in our school treat children with respect. The actions that we take are in line with government guidelines on the restraints of children.

The Responsibility of the Class Teacher

It is the responsibility of the class teacher to ensure that the school codes of conduct and codes of learning are respected and followed in their class, and that the children act in a responsible manner during lesson time.

- The class teachers in our school have high expectations.
- They strive to encourage all children to work to the best of their ability.
- The class teacher treats each child fairly.
- The teacher treats all children in their class with respect and understanding and has responsibilities to their class to have a fair and consistent approach.
- If a child repeatedly does not follow the school code of conduct or code of learning, the class teacher will keep a record of this. In the first, instance, the class teacher deals with incidents him/herself in the normal manner. However, if this continues, the class teacher seeks help and advice from the Deputy Headteacher / Headteacher.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy and reporting of positive behaviour is encouraged.
- The class teacher, following consultation with a member of the Senior Leadership Team, may also contact a parent if there are concerns about the welfare of a child.
- Adults in school recognise it is their role to teach children the difference between what is fair and unfair.

The Responsibility of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the Management of Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- The Headteacher supports the staff in implementing the policy and models respectful behaviour.
- The Headteacher keeps records of all unsafe behaviour as required by OFSTED.
- The Headteacher/ Deputy Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour.
- The Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Responsibility of Parents

The school works collaboratively with parents, so that children receive consistent messages about respectful behaviour at home and at school.

- We encourage parents to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement.
- We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child.
- We encourage parents to understand our Management of Behaviour policy in order to support the school.
- If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. Once the agreed procedures have taken place, if any concern remains, the Headteacher will be involved in resolving the concern.

Respectful Relationships outside of School

Whilst the school cannot be responsible for pupils' actions outside school, there will be circumstances when the school may discuss issues with children and take further action. This would be at the discretion of the Headteacher or Deputy Headteacher.

The Responsibility of Governors

The governing body has the responsibility of setting down these general guidelines within the Management of Behaviour Policy, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to support the Management of Behaviour Policy, but governors may be consulted about particular issues.

Appendix 1



Headteacher: Mrs S Kitching

Wolsingham Primary School
Uppertown
Bishop Auckland
County Durham
DL13 3ET
Tel: 01388 527457
Fax 01388 529072



Wolsinghamprimary@durhamlearning.net
www.wolsingham-pri.durham.sch.uk

Date:

Dear Parents,

At Wolsingham Primary School we expect the highest standards of behaviour. Your child's behaviour has fallen below the standard expected and has received a Red Dojo.

The problem was:

.....
.....

This is what we did:

- Discussed the incident with your child.
- Took a playtime away from your child.
- Put your child in 'Red Time' for 15 mins of Green Time on Friday afternoon.

This is what we would like you to do:

- Talk to your child about what happened.

If you would like to discuss this matter further, please contact me at school. I would be grateful if you would complete the slip below and return it to school to acknowledge your receipt of this letter. Thank you for your continued support and cooperation.

Yours faithfully,

Class Teacher

.....



I have received and read your letter dated regarding my child's behaviour.

Signed (parent/guardian)



Appendix 2



Headteacher: Mrs S Kitching

Wolsingham Primary School
Uppertown
Bishop Auckland
County Durham
DL13 3ET
Tel: 01388 527457
Fax 01388 529072



Wolsinghamprimary@durhamlearning.net
www.wolsingham-pri.durham.sch.uk

Date:

Dear Parents,

At Wolsingham Primary School we expect the highest standards of behaviour. Your child's behaviour has fallen below the standard expected and has received a **second** Red Dojo this half term.

The problem was:

.....
.....
.....

This is what we did:

- Discussed the incident with your child.
- Took all playtimes away from your child today.
- Put your child in 'Red Time' for 30 mins of Green Time on Friday afternoon.

This is what we would like you to do:

- Talk to your child about what happened.
- Make an appointment to discuss the situation with me.

I would be grateful if you would complete the slip below and return it to school to acknowledge your receipt of this letter. Thank you for your continued support and cooperation.

Yours faithfully,

Class Teacher



I have received and read your letter dated regarding my child's behaviour.

Signed (parent/guardian)



Appendix 3



Headteacher: Mrs S Kitching

Wolsingham Primary School
Uppertown
Bishop Auckland
County Durham
DL13 3ET
Tel: 01388 527457
Fax 01388 529072



Wolsinghamprimary@durhamlearning.net
www.wolsingham-pri.durham.sch.uk

Date:

Dear Parents,

At Wolsingham Primary School we expect the highest standards of behaviour. Your child's behaviour has fallen well below the standard expected and has received a **third** Red Dojo this half term.

The problem was:

.....
.....
.....

This is what we did:

- Discussed the incident with your child.
- Took playtimes away from your child all week.
- Put your child in 'Red Time' for 60 mins of Green Time over the next two Friday afternoons.

This is what we would like you to do:

- Talk to your child about what happened.
- Make an appointment to discuss the situation with me and the Headteacher.

I would be grateful if you would complete the slip below and return it to school to acknowledge your receipt of this letter. Thank you for your continued support and cooperation.

Yours faithfully,

Class Teacher



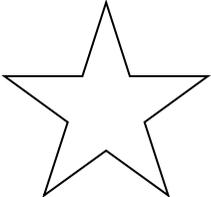
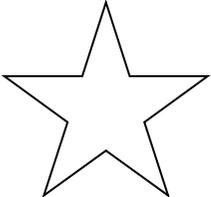
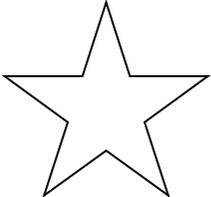
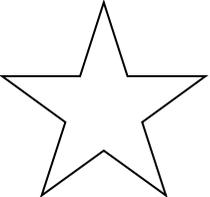
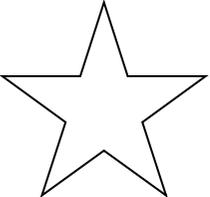
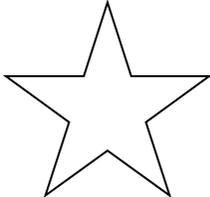
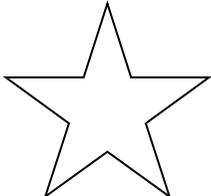
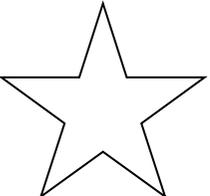
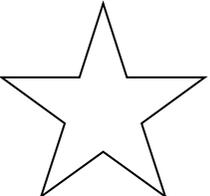
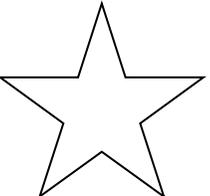
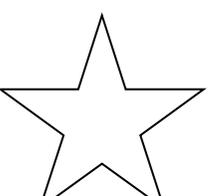
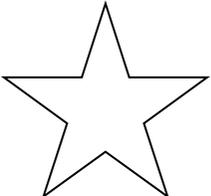
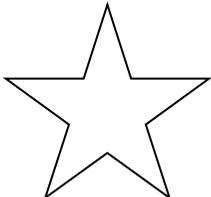
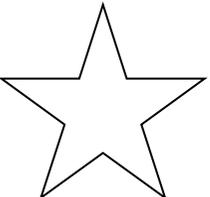
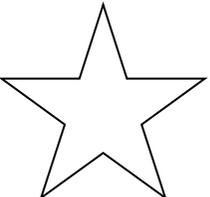
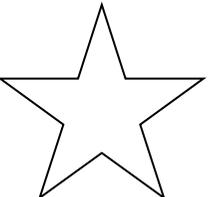
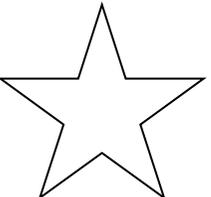
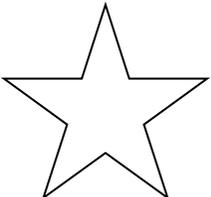
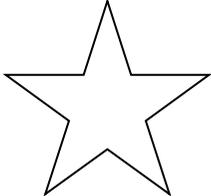
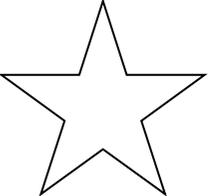
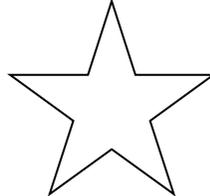
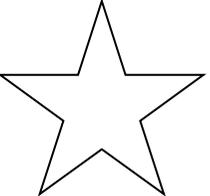
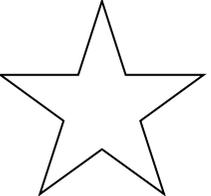
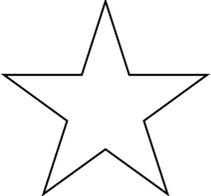
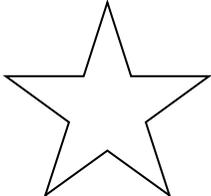
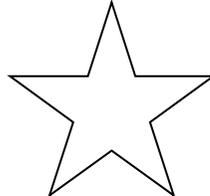
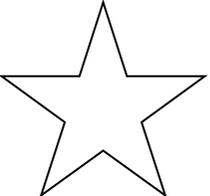
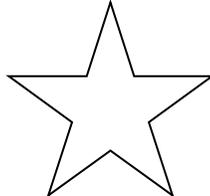
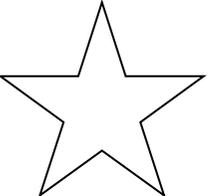
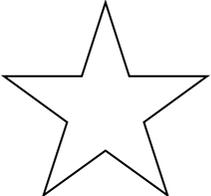
I have received and read your letter dated regarding my child's behaviour.

Signed (parent/guardian)



Week Beginning: _____

Target: _____

	9.00 - 10.30	Break	10.45 - 12.15	Lunch	1.15 - 2.15	2.15 - 3.15
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Comments:



Behaviour Log

Name: _____



Behaviour Contract

This contract is between ????, school staff and his/her parents.

These are the things ??? has promised to do.

I want to do my best in school so I will try to:

- ◇
- ◇
- ◇

If I try to keep my promises I can fill in one of my stars every day that I am good.

I will sign this to show that I really want to be good.

Signed

This is what ??? school promise to do.

We want ??? to do his/her best in school so we will help him/her by:

- ◇
- ◇
- ◇

We will sign this to show that we want to do our best to help him/her to be good.

Signed

This is what ??? Mum and Dad (change appropriate to circumstance) promise to do.

We want ??? to be happy in school so we will help him/her by:

- ◇ Being pleased when he/she has got a star.
- ◇ Talking to him/her each day about what he/she has done in school.
- ◇ Giving ???..... as a reward when he/she has filled his/her star chart.

We will sign this to show that we really want to help ??? succeed in school.

Signed