

Withnell Fold Primary School



School Behaviour Policy

At Withnell Fold School, we aim to be a welcoming, friendly school, creating an attractive, stimulating environment in which both children and adults feel secure, valued and respected.

We aim for a high standard of behaviour and respect, recognising and regarding children for both academic and non-academic achievements believing that a positive approach encourages everyone to give of their best.

We are aware that we share responsibility for the children in our care and make every effort to provide the same level of care which any responsible parent would be expected to give.

We expect that parents will have taught their children to respect other people's feelings and property. Parents play the most important role in teaching children how to behave in an acceptable manner and this begins at home. School continues to reinforce positive values in conjunction with home. We aim to ensure that good models of behaviour are rewarded, and that inappropriate behaviour is dealt with firmly but fairly. The School Code of Conduct is framed in such a way as to encourage and reinforce courteous and civilised behaviour; every opportunity is taken to support self-discipline, whereby pupils are personally involved and accept responsibility for their own actions and behaviour.

We aim to ensure that all children are valued equally regardless of gender, disability, race, faith and culture.

A description of responsibilities desired from all members of the school community

Staff and Governors	Pupils	Parents
To lead by example To be consistent in dealing with children To promote the aims and values of the school among the children To have high expectations of the children To meet the educational, social and behavioural needs of the children To provide a stimulating and enriched curriculum which focuses on the whole child To ensure children are praised and made aware of their positive behaviours as often as possible	To support and care for each other To respect each other's property and work To listen to and respect the opinions of their peers To take responsibility for their own action or inaction To do as instructed by all members of staff (teaching and non-teaching)	To be aware of the school's values and expectations as signed by them in the Home School Agreement upon entry to Foundation Class To support the values and expectations of the school To ensure children arrive and depart school on time To keep children at home when they are ill To provide the school with a written explanation of reason for any absence To provide the school with an emergency contact number

At our school we have introduced our own behaviour management scheme as a framework for our school Code of Conduct. All classes will use the *Good to Be Green* system. Within this framework our school will:

- Care for each other, respecting the feelings, bodies and properties of others
- Tell the truth
- Be responsible for all our actions
- Refrain from swearing
- Always try our best in everything we do
- Respect our classrooms and school property
- Make sure that school is a happy place for everyone
- Follow our class and school rules- these are decided upon in general at the start of each new academic year in conjunction with our behaviour management policy and our Home School Agreement.

The ways in which our school encourages good behaviour

Low level behaviour management strategies	Positive strategies that are used
The Look! Proximity Refocusing/diversions Simple directions Rule reminders Non-verbal signs Giving a choice Warning of the lower level consequence In class "time out" or brief out of class "time out" -within sight or sent, accompanied, to a pre-arranged alternative class	Non-verbal approval Verbal approval/acknowledgement Smiley faces/stars/stamps House points Star of the week certificates in weekly assemblies Send to colleagues for praise Head Teacher awards/raffle tickets Sharing of success with parents Class rewards Green Time House Points (with the winning team earning a non- uniform day on the last day of every half term).

The ways in which Withnell Fold Primary School encourages respect for others

1. Circle Time- developing "language of feelings"
2. Role Play- listening skills
3. Sharing skills - "news"
4. Conflict resolution skills
5. Themed assemblies
6. Celebration assemblies
7. PHSE lessons
8. School Council
9. Pupil Support

Standards of behaviour as structured within the behaviour management scheme

Our scheme is divided into yellow and red behaviours as outlined below:

Yellow	Red
Not on task Disrupting another child, general chatting in class Distraction, interruption Answering back Not taking instruction Getting others into trouble Inappropriate movement around the classroom/school Rocking back in chairs Careless damage/deliberate untidiness Minor morning & afternoon play time infringements	Acts of violence Damaging property Swearing Stealing Lying Repeating patterns of behaviour which have been flagged up as unacceptable within the previous category Major disruption of class activity Bullying

Each class has a 'Good to be Green' board in the class where all the children start each day on green. If a child exhibits an unacceptable behaviour, they are 1st given a verbal warning about the behaviour. If the behaviour continues then the child is given a yellow warning. During the lessons that follow the child is given the opportunity to redeem themselves and regain their green status. If the child persists, the yellow card is put against the child's name and cannot be removed. If, however they do not redeem themselves and persist with the adverse behaviour, they will be issued with a red card. Those that end up with a red card at the end of the day spend the 10 minutes of the following playtime with the Deputy Headteacher or with the Headteacher. This is also the case with the children who are issued in the first instance, a red card for demonstrating behaviours which warrant this. If a child is noticed to stay in repeatedly, the Headteacher will inform the parents and they can come in and discuss the behaviour if they wish. The yellow and red behaviours are prominent in all classrooms.

At playtime / dinnertime the child can be sent to the wall for a short period of time to either calm down / think about their behaviour. If the unacceptable behaviour continues they are sent in to see the class teacher first. If the behaviour still continues, then they are sent to see the Deputy Headteacher and then Headteacher. If the behaviour is serious i.e. in the red column, then the child is automatically sent in to see the Deputy Headteacher or Headteacher.

At “**red**” level, the incident is recorded by the class teacher and all the same sanctions as referred to in “**yellow**” level apply. The child is also sent to see the Headteacher. On the 3rd occasion the Headteacher or Deputy Headteacher will inform the parents who will then have the opportunity to come in and discuss their child's behaviour.

All negative behaviour incidents are recorded on paper using the *Good to be Green* logs as well as then online using the school CPOMs system. This enables senior leaders to track trends in childrens behaviour, record incidents with accuracy and save them securely.

EYFS

The Foundation Stage Class are introduced to the Code of Conduct on entry, and rules, rewards & sanctions in line with this policy are implemented from the start of school life. The children are formally introduced to the behaviour management scheme as they begin the Spring term, so they are aware of standards of behaviour and conduct in KS1. Up until this time positive strategies are employed including visual displays of recognition of good behaviour.

Rewards

Each class / Key Stage recognises those children who are always well behaved at the end of each day have remained on track with their behaviour.

The following reward systems are currently in place: -

Each week on a Friday afternoon there is an extra playtime for the children who have remained green all week. If a child has received a yellow card through that week they will miss a percentage of the play. But if they have received a red card they will miss the extra play for that week and will need to use the time to reflect on the behaviour that caused them to receive the red card.

At the end of each term the names of the children who have remained green all term will be put in to a draw, one for Key Stage One and one for Key Stage Two, A name from each Key Stage will be pulled out at random and these children will receive a prize.

The winning house team each half term will be allowed to come to school in their own clothes on a day that will be specified at the end of the half term.

Year 1 / 2 put names in a pot for a weekly prize. All the children who have remained green or behaved well during the week or done something noticeable are entered into this raffle.

Key Stage One get together for a 'Good to Green' afternoon at the end of each term, where all children who have remained green take part in games, dancing and fun activities

Key Stage 2 have a half day reward afternoon. The children put forward ideas and the class votes on the activity that they would like to do. This happens each term.

Any child who is not able to participate in the reward will go to another class to have some time to reflect on their behaviour or complete some work. This will have been discussed beforehand with the class teacher.

Other reward systems are in place throughout school such as whole class effort charts, stampers, stickers, housepoints and the weekly Headteacher raffle

Home-School Links

At Withnell Fold we realise some children with individual needs benefit from a home-school links, such as a book or positive behaviour target sheet, where behaviours can be monitored and if occasion arises, patterns noted. This is a purely discretionary form of communication to benefit the relationship between home and school to enable consistency for the child, which ultimately enables that partnership to change negative behaviours and impact on a child's ability to choose positive behaviour in the future.

Exclusions

In cases of persistent unacceptable behaviour, and where the other sanctions/ strategies listed above have been exhausted, or in cases of serious unprovoked physical abuse, the school will follow the Lancashire Guidelines for Good Practice. Initially, any exclusion will be for a temporary fixed term, after consultation with parents (normally a period of up to 5 days) and if necessary permanent exclusion may be considered.

All incidents of a racial nature, fighting and swearing are referred straight to the Head teacher.

Behaviour issues will be part of the weekly management agenda to ensure all members of the management team and teachers are aware of incidents.

OSTED 2019

In light of the school OFSTED short inspection report 2019, staff are continually addressing the below school improvement target; *To ensure they continue to communicate their expectations of behaviour to pupils, so that they have a clearer understanding of how the school expects them to behave.* Pupil feedback from independent questionnaires highlighted that pupils are not aware of the high standards of behaviour that most of them exhibit on a daily basis. Therefore staff now ensure that pupils are praised and reminded of the high standards of behaviour they frequently model. In addition, PSHE and assemblies remind pupils that isolated incidents of negative behaviour should not detract or influence their perceptions of the school as a whole.

Reviewed: Summer 2025

Next review: Summer 2027