FOWEY PRIMARY SCHOOL
BEHAVIOUR POLICY

Reviewed September 2014

A policy guide for all adults working with children at Fowey Primary School.

Introduction

This document sets out the major procedures and it is expected that all those working in the school will familiarise themselves with it and implement it upon every occasion.

Philosophy

The aim of the plan is the positive enhancement of all behaviours and attitudes that promote the well being of others and enhance the learning process. The central core which establishes these is an agreed list of rules, consequences and rewards. This is backed up by a program of emotional literacy which aims to enable the children to understand and take responsibility for their own behaviour. (This will be mainly through the SEAL materials).
All parents are an essential part of the Behaviour Plan and are asked to commit themselves to support it through the Home/School Agreement. At certain points in the Consequence List, their co-operation is expected.

A child breaking any of the agreed rules incurs consequences which are also listed and known. These must be followed consistently as individual interpretations detract from the effectiveness of the plan.

Enhancements or rewards for positive behaviour are also agreed in this policy.

Objectives

- Enhanced standards of caring behaviour at all times
- A purposeful and positive commitment to work and to excellence in attainment
- A school "ethos" that safeguards all the children's rights to a positive and full education
- Teaching staff who do not have discipline disruptions but who can work with their full concentration upon the education of the children
- Enhancement of curriculum time given to teaching, rather than handling disruptive pupils
- Enhancement of supportive and partnership relationships with the parents in the education and discipline of their children
- The effective management of any bullying or "gang-like" behaviour in the play areas
- Develop children's self-awareness in order to manage their feelings, maintain a high level of motivation, have empathy for others, with well-developed social skills. This is in line with SEAL objectives.
- A genuine care for the resources and fabric of the school – the sense that everything belongs to all and the responsibility of looking after it to everyone.

Establishing the Learning Culture

There are many ways we can do this:

- By providing adult examples
- Having workshops to teach our approach to parents
- Having induction and information sessions for parents
- Valuing learning
- Provoking children's interest in learning
- Providing children with experience of teaching
- Collaborative learning opportunities
- Encouraging appropriate behaviour
- Special friends/buddies – cross phase opportunities
- Providing clear and high teacher expectations for all
- Having minimum expectations for each year group
- Having a wide perception of intelligence and successful learning by providing a wide curriculum
- Enrichment opportunities for all
- Opportunities for practical learning
- Setting interesting and, where relevant, differentiated homework
- Organising assemblies which focus on children's learning
- Encouraging happy and healthy playtimes
- Promoting inclusion
- Valuing children's learning publicly
- Being positive in the community

As a staff, we believe this Behaviour Plan works and we are committed to carrying it out in full to the benefit of all.

Routines that promote and maintain a positive learning culture at Fowey Primary School

Special Person

Each day, in all classes, a child is chosen to be the *Special Person.*

How the child is chosen is up to the class teacher, e.g. going through the register; their birthday; name out of hat; something has happened that morning to make the child upset, etc.

The aim of this routine is to focus around once every six weeks, for a day, on each child. During that day, the *Special Person* will have privileges, such as a special chair or cushion; name displayed on *Special Person* board; taking the register back; helping the teacher; doing jobs; being first in the line, etc.

Everyone in the class knows that they will find ways to be particularly friendly and helpful to the *Special Person*. The *Special Person* can give feedback as to who has been particularly kind, etc. The routine helps all children feel popular and liked. It also makes them aware of how their behaviour has an impact on other people and people who have been particularly friendly or helpful are rewarded.

At the end of the day, the *Special Person* receives a special sticker and gives stickers to two children who have made their day extra special.

Golden Letters

Every half term, each teacher nominates two children from their class for a *Golden Letter*. These are shared at a staff meeting. The Headteacher then writes to the child giving the reasons why they have been chosen to receive a *Golden Letter*. The children are also invited to a *Golden Letter Tea Party* with the Headteacher.

Nurture group

Children who are known to have a difficulty with settling into school meet up with a member of staff for 10-15 minutes before going to join their classes.

RULES

1 Following directions given by all adults

2 Concentrating on work without disturbing others

3 Talking quietly and politely

4 Taking good care of equipment

Notes:

(i) These rules will be explained by the class teacher at least at the beginning of each term and to any new pupils joining their class.

(ii) A copy of these rules will be in a prominent place and clearly written for easy reference in all classrooms.

(iii) These rules can be added to by any class teacher if they feel certain specific circumstances require it, *e.g*. outdoor educational visits.

REWARDS

Workers of the Day/Worker(s) of the Week/Group of the Week

The aim is to encourage and reward behaviour that will create a good working environment and will maintain a productive, happy and efficient working atmosphere.

Workers of the Day

At the end of the day, the teacher identifies *Workers of the Day*. Their names are displayed on a board, e.g. a whiteboard for the whole week and they are praised + given a sticker at the end of the day/following morning.

Worker(s) of the week

The child(ren) that has been *Worker of the Day* the most times in the week becomes *Worker(s) of the Week*. Their name(s) is displayed in the classroom.

These children are celebrated in Celebration Assembly and receive a sticker and certificate. *They also receive privilege time/extra play as their weekly reward on a Friday.*

Group of the Week/Group of the Term

One way the class is organised is in mixed ability groups and points are awarded during the day – mostly to individuals but also to the group as a cohesive unit.

Behaviours are identified and discussed with the children that merit points. For example, points during the register; for positive behaviour; lining up beautifully; best group; remembering to bring their PE kit; quiet work; being helpful; participating well; concentrating well; making a breakthrough; doing a classroom job; tidiest table; first group to pack away, etc.

The group with the most points at the end of the week are *Group of the Week*. They each get a certificate in class and have privilege time on a Friday (along with *Workers of the Week)*. These points are then added to a cumulative total chart over the whole half term – to give *Group of the Term.*

How this translates into Celebration Cinema points (on a separate class tally chart)

1 individual point for being part of Group of the Week
2 individual points for being a Worker of the Day
3 individual points for being Worker of the Week

Who goes?

The *Group of the Term* and approx. 10 other children in the class with most individual *Celebration Cinema* points at end of each half term. It is hoped that all children will attend the *Celebration Cinema* at some point during the year and teachers keep a record of who has been awarded this.

Celebration display in corridor

The central celebration display shows names/photos of children who are *Workers of the Week* and the group names (for each class) for *Group of the Week*.

<u>Work of Week</u>

At some point in the week, a piece of work is chosen for *Work of the Week.* This can be chosen by either the teacher (maybe to begin with to model process) but can be more powerful if chosen by the class.

In their mixed ability groups/ability groups they look at each piece of work (within the group) and shortlist one to be put to the class vote.

Each child who has been shortlisted receives a sticker.

One child from the group talks about the piece of work they have short listed to the rest of the class and teacher. At the end of seeing each piece of work, the class votes for one overall piece of work and this becomes *Work of the Week.*

Work of the Week is shared in Celebration Assembly by the teacher and the child receives a special sticker.

The work (may need to be a photocopy or brief description if not written, e.g. PE) is then displayed in the classroom for the following week.
The aim of this routine is to get the children to be aware of each other's work/effort/targets/ progress/difficulties/strengths and to become involved with each other's work in a discussion that is informed. It also hopefully contributes to the interest in the learning culture of the class.

Homework of Week

This is chosen by the class teacher. The aim of this routine is to get children to be aware of each other's work, effort, strengths/difficulties with homework, etc. Like *Work of the Week,* the teacher shares this in Celebration Assembly and the child receives a special sticker.
The homework is then displayed in the classroom for the following week.

Other rewards

* Positive praise!
* Stickers given for good playtimes; good manners in the hall, etc.
* Stickers given as part of the marking/assessment policy – for effort (e.g. 4 stars).
* TAs Treasure – TAs award *Golden Treasure Coins* to children for specific positive behaviour/attitudes. Golden Treasure Coins are drawn in Celebration Assembly and those who are drawn out win a prize. All Golden Treasure Coins are displayed on the Treasure Chest in the corridor.
* Cleanest Classroom Cup – Decided each week by the cleaners. Presented in Celebration Assembly to the winning class.
* Golden Plate Award – points awarded during lunch time
* Magnificent Manners – Child chooses 5 friends to sit at the *Top Table* on a Friday
* Peer Mediator and Play Leader
* Reading Raffle – to encourage daily reading (raffle drawn in assembly)
* Class specific rewards (not linked to the whole school awards). These are used only when appropriate and necessary to tackle a particular whole class issue, e.g. marbles in a jar.
A jar, with a clear "full up" mark is kept on the teacher's desk and marbles placed in it as recognition of good behaviour. When full, the whole class is rewarded by some pleasurable and relaxing activities. The class may decide what these are together with their class teacher, e.g. video for ten minutes, extra PE or games, a "free" 15 minutes or an extra 5 minutes break. *No child is excluded from this reward.*

CONSEQUENCES

First time a child breaks a rule	Warning with explanation.
Second time	Teacher sees child at playtime to discuss incident before going out to play (time in determined by nature of incident)/completion of work before going out to play.
Third time	Sent to another classroom to work with an explanation to the other teacher. Time to be specified by the child's own teacher. Child then sent back to class and teacher discusses incident at next convenient time with child. Teacher contacts parents if appropriate. *If disruption continues, sent to Headteacher or called for (see below).*

Severe disruption	Sent to Headteacher who will deal with the situation from this point onwards including contact with parents. This is the ULTIMATE and MOST SERIOUS of the consequences on a daily basis.

For Exclusion refer to County Council and Government Guidance

Notes:

(i) The consequence must be carried out as soon as it is possible/appropriate.

(ii) Positive praise and modelling is used as much as possible to prevent any disruptive behaviour.

(iii) Various behaviour charts/strategies/meetings are available for individual children to help break persistent cycles of inappropriate behaviour.

During Break Times

Rules: As above.

Consequences:

1 Warning with explanation.

2 Extraction from the play area, e.g. asking the child to move to another part of the playground/asked to sit out on a bench for 5 minutes.

3 For persistent inappropriate behaviour the child will be sent to the teacher on duty - the child will then remain in the 'care' of that teacher. The class teacher will then be informed by the duty teacher and follow up where necessary.

Parental support

Parents should be informed early of any concerns and of positive activities, e.g. phone calls home, Golden Letters, chats after school in the playground. A Home/School Agreement is issued to every parent. It contains an explanation of our approach.

Review

This policy will be reviewed annually and, if necessary, amended to reflect the needs of the school for the academic year in question.

The overall aim of any positive behaviour culture is to embed an atmosphere where children help create and maintain an encouraging and supportive environment so

that they can access and gain experiences of challenge, success and develop important lifelong skills.