

Weston Park Primary School



Positive Behaviour Policy

Date of last review: November 2017

Date of next review: November 2018

POSITIVE BEHAVIOUR POLICY

Our vision

At Weston Park Primary we recognise the importance of providing a safe, happy and secure learning environment in which excellent learning can take place. We believe that everyone should be equally valued in this environment, enabling children to become independent, confident members of the school community.

**'Behaviour is the way we act and respond to others and situations we find ourselves in.
Good behaviour is necessary for effective learning to take place'**

Our Weston Park behaviour policy establishes clear boundaries and a secure understanding of rewards and consequences linked to choices. All members of the school community have created our 'Weston Park School Code'. It is displayed throughout the school so as to remind everyone of the responsibilities we have towards each other.

Weston Park Primary School Code

1. Be responsible for your **OWN** choices.
2. Keep hands and feet to yourself.
3. Move calmly and quietly around the school.
4. Treat others, their work and belongings with **RESPECT**.
5. Speak kindly and politely, following instructions the first time.
6. Try your best and take pride in all you do so you can be **PROUD**.

'Learning Powers'

We believe that for successful learning to take place, it is essential that good learning attitudes are present. We will ensure this by creating a caring, learning environment - rich with opportunities.

These 'Learning Powers' are captured in our Weston Park Learners as:

1. Resilience
2. Independence
3. Interdependence
4. Creativity
5. Spirituality
6. Thinking

Weston Park Rewards

Learning Power Animals

Children who demonstrate these 'Learning Powers' will be praised and rewarded with a different toy animal which reflects a specific learning power. They also receive a certificate.

Learning Power Tokens (LPT)

At Weston Park Primary School, we realise the importance of personalised reward systems which allow the children to understand the choices behind their actions. Children will be awarded 'Learning Power Tokens' that they can either save or spend in the 'Weston Park Shop'. Children will have the opportunity to earn these tokens and record them in their own learning passport. This passport corresponds to a central map of the world.

Children move round different parts of the world completing their 'passport to success' by collecting tokens through demonstrating the school Learning Powers. Each time a token is collected and recorded, the class teacher will sign the passport as confirmation.

Learning Power Tokens will be awarded to children who are following the schools learning behaviours.

1. Learning Power tokens (LPT's) will be used regularly, without being overused
2. Whenever possible, LPT's will be given as soon as they are earned
3. All children will have equal access to rewards
4. Rewards will be relevant and meaningful to the child linked to learning powers
5. Children will be clear why they have been given a reward
6. The use of rewards will enhance our home-school links.

We realise the importance of a reward system which is meaningful to the children and also teaches them life lessons at the same time. There will be a price list of available items from the LPT shop. Children will have the choice, when to exchange their tokens.

Low-level disruption

Low level disruption is a barrier to teaching and learning. There are five categories of 'Low Level Disruption'.

1. Talking inappropriately
2. Moving around the classroom unnecessarily - including leaving the classroom without permission.
3. Pupil - pupil disagreement
4. Teacher - pupil disagreement
5. Refusal to follow rules first time

At Weston Park Primary School, we believe that managing and responding to inappropriate low-level behaviour is the key to creating and encouraging positive learning behaviour. By responding appropriately to any of the five categories of low level disruption, we promote excellent teaching and learning and therefore outstanding outcomes for all.

Managing low-level disruption

Examples of this process are displayed on a flow chart in every classroom. Children who demonstrate low level behaviour choices will be given:

1. A verbal reminder about making the right choice with specific instruction of what you want the child to do - reminders of school code.
2. If pupils demonstrate low level behaviour again: Write name on whiteboard next to 'Thinking Cloud' and ask child to make the right choice (clarify what this is).
3. Children will be asked to spend time at the 'Thinking Table' if unable to change their behaviour. During this time, the teacher, TA or member of the Pupil Support Team will problem solve using the restorative practice process and questioning framework.
4. If low level behaviour continues, children will complete work in the Restorative Practice (RP) room and will be supported by a member of the Pupil Support Team.

During the first visit to the RP room, children will be supported with problem solving by a member of the Pupil Support Team. A courtesy phone call will be made to the parent/carer to advise of the situation, this will also be followed up by an email or letter.

Should a second visit to the RP room follow, a phone call will be made to the parent/carer and the child will discuss their behaviour choices directly with them. This will be followed up by an email or letter.

Should there be a third visit to the RP room, there will be a formal meeting. Parents will be invited into school and the child and members of the Senior Leadership Team will spend time discussing the issues and agreeing on clear expectations which may lead to a behaviour contract being written.

Green Behaviour Contract - re-establish clear routines, BIP (Behaviour Improvement Plan), set up an adult buddy to support the child in being successful.

Orange Behaviour Contract - all of the above, concern about potential risk of short term temporary exclusion and support from outside agencies.

Red Behaviour Contract - child has experienced short term temporary exclusion and the support from outside agencies is not working. There is an increased risk of permanent exclusion.

Consultation with all parties involved will consider environmental factors, planning and provision, age, relationships and welfare when identifying the correct contract and outcomes. If problems persist, a 6th visit to the RP room will equal an immediate external exclusion. The Headteacher reserves the right to make decisions based on each individual case.

Restorative Practice

Weston Park Primary School is committed to Restorative Practice. A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. These approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

High-level disruption- all members of the school community will NOT accept the following behaviour:

1. Use of swearing, rude, unkind or aggressive language.
2. Hitting, kicking, biting or other such physical responses.
3. Threatening behaviour of any kind to person or school property.

The Headteacher reserves the right to use fixed term exclusions (internal and external) in response to high- level disruption.

The Leadership Team reserves the right to use these sanctions as they see fit, i.e. without following the order above. When it is necessary, Behaviour Improvement Plans (BIPs) may be written in order to support the school and the child's specific need. This will be done in consultation with parents, the Inclusion Leader and the Pupil Support Team. On occasions, it may also be appropriate to engage external agencies to support individual children.

Any exclusion will result in a reintegration meeting with the parent/carer, child and a member of the Senior Leadership Team. Time will be spent in this meeting, reflecting on the behaviour choices and discuss any provisions that need to be put in place in; order to secure futures successes for the individual.

Behaviour at break times and lunch times.

During lunchtimes, a member of the Pupil Support Team will be available for pupils who need reflections. Should inappropriate behaviour occur, the child will be sent to explain their behaviour choices and problem solve.

All members of the lunchtime team are to record poor behaviour choices onto behaviour logs. This is then communicated to the teacher at the end of the lunch hour. Behaviour choices that warrant a sanction will incur a lunchtime reflection the following school day.

Positive behaviour at WPPS



Successfully follows the school code = Positive rewards:

e.g. stickers, rainbow cards home, class rewards, class parties, headteacher's tea parties, positive phone calls home, Maths Magician, Literacy Legend, Sports awards, attendance awards

Child makes the choice to break a school rule.

Verbal reminder is given to child.

Child's name written against 'THINK' card.

Child has time out at 'Thinking Table' to problem solve and change behaviour in order to return to learning.



Restorative Practice room

Examples of low level behaviours that distract from teaching and learning in the classroom. - **ONLY** after teaching strategies have been applied.

Talk - calling out, interrupting others, talking during inputs

Movement - walking around classroom, running in class

Time - wasting learning time - transitions, lining up

Pupil-pupil relations - preventing learning from happening through distracting behaviour

Teacher-pupil relationships - talking during inputs, answering back, ignoring instructions

Pupil Support Room

Use of swearing, rude, unkind or aggressive language to children and staff

Hitting, kicking, biting, spitting or other such physical responses.

Threatening behaviour of any kind.

Extreme damage to school property

Leaving the classroom without permission

Leaving the school site

WILL NOT BE ACCEPTED