

ASHTON WEST END PRIMARY AND NURSERY SCHOOL

Behaviour Policy

1. Statement of Principles

Through our Behaviour Policy we aim to:-

- Provide children with positive role models of adult behaviour
- Encourage good behaviour through incentives and rewards
- Apply sanctions for inappropriate behaviour
- Comment on behaviour rather than on pupils themselves
- Encourage respect for others and for the environment by challenging bullying and racist behaviour.

2. School Rules

Our school rules are designed to provide a safe and pleasant environment in which children are able to achieve their full potential.

- Be kind to others.
- Take care of our environment
- Respect yourself and others.
- Walk sensibly around school.
- Always do your best.

3. Incentives

Foundation (Nursery)

Good work and behaviour is rewarded by:

1. Praise and positive reinforcement
2. Stars and smiley face stickers
3. Special jobs and activities
4. Introduction of Well done books in reception.

KS1 and KS2

1. Work hard and earn house points.
 2. Behave well and work hard in school and earn house points for your house.
 3. Come to school on time every day and earn an attendance certificate at the end of each term. Full attendance for the year will earn you a special prize.
 4. Each week the winning house is presented with the House trophy. At the end of each half term the winning House members are presented with prizes.
-

4. Sanctions

Foundation Stage (Nursery & Reception)

1. Your teacher will disapprove.
2. You will be asked to apologise.
3. You will be asked to sit alone and think about your actions.
4. You will lose treats.
5. Your parents will be told.
6. Reception children may lose their playtime.

KS1 and KS2

1. Your teacher will give you a verbal warning.
2. Your name will be written on the yellow card.
3. Time out.
4. Your name will be written on the red card and you will be sent to a member of the Senior Management Team.
5. You will be sent to the Headteacher and your parents will be told.

When the behaviour of a child causes particular concern to teachers and/or parents the S.E.N. Co-ordinator may be involved, and the child may be placed on the SE.N. register. Please refer to the Policy for Special Educational Needs.

5. Exclusions

Exclusion is seen as a last resort, to be considered after other sanctions have been applied without success, and in the event of very serious incidents of misbehaviour.

6. Lunchtimes

KS1

1. If you behave well at lunchtime you may be awarded a 'Kind Bear' sticker from the Midday Assistants and receive a stamp in your 'well done' book.
2. If you behave well all week you may receive a 'Kind Bear' lunchtime certificate from the Midday Assistants on Friday.
3. If you misbehave the dinner staff will record your name on the yellow card. Two yellow cards in one day will result in a Red card which will be given to the Headteacher at the end of lunchtime.

KS2

1. House points will be awarded for good behaviour and will result in an extra house point. House points are given out by Midday Assistants at a rate of one or two per day for each pupil.
 2. A YELLOW CARD is given for misbehaviour at lunchtime, either in the classroom, playground or dining hall. A Yellow card means that a child may have to stand out at the side of the playground or classroom for part of the lunchtime period. Two Yellow cards in one day will result in a Red card. The Midday Supervisor should keep a record of Yellow cards in order to identify persistent offenders.
-

3. A RED CARD is a serious reprimand by a Midday Assistant. It results in a letter from the headteacher to the child's parents/carers warning that a further Red card within the same half term may result in the child being excluded from school during lunchtime for a period of time.

Notes for Midday Assistants

- *Up to two house points may be awarded each day. Please ensure that the class teacher is informed so that extra house points can be awarded.*
- *Yellow cards should be given for rudeness, bad behaviour, fighting or rough play. In most cases it is appropriate to give a warning first.*
- *A red card will normally be the result of two previous yellow cards, but may be given for particularly bad behaviour such as bullying or racist remarks and actions. In all cases the Headteacher should be informed if a child has been given a red card.*

- *Please do your best to avoid yellow and red cards by good humour, patience and understanding.*

7. Supplementary Information

A. Anti – Bullying

Definition

There are many definitions of bullying but most have three things in common:

- it is deliberately hurtful behaviour
- it is repeated over a period of time
- it is difficult for those being bullied to defend themselves

Bullying can take many forms but three main types are:

- physical – hitting, kicking, taking belongings
- verbal - name-calling, insulting, racist remarks
- indirect – spreading unpleasant stories, exclusion from social groups

Why are we concerned?

We are committed to challenging bullying behaviour for the following reasons:

The safety and happiness of pupils. When pupils are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self confidence and self esteem. Some may blame themselves for 'inviting' the bullying behaviour.

Educational achievement. The unhappiness of bullied pupils is likely to affect their concentration and learning. Some children will avoid being bullied by not going to school.

Providing a model for helpful behaviour. If they observe bullying behaviour

going unchallenged, other pupils may learn that bullying is a quick and effective way of getting what they want. Those pupils who are being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.

Getting a reputation as an effective, caring school. No school can claim with absolute confidence that "there is no bullying here". Every school has some degree of bullying, even if only slight or infrequent. Parents know this. They will be reassured by a school which demonstrates both through policy and action that it will respond positively and effectively to bullying.

Action to combat bullying

ALL STAFF

(Teachers, support staff, midday assistants, escorts, office staff)
Be vigilant in the classroom, playground and dining hall.
Listen to what children say and take their concerns seriously.
Record all incidents in the bullying log and apply sanctions.

VICTIM

Tell a teacher (or parent).
Ignore the bully if possible.
Walk away.
Tell bully's parents.
Discuss problem with bully.
Stay with safe friends.

BULLY

Is there anything you do to others that is hurtful or upsetting?
Think of what you are doing to the victim (or victims).
Think better of it. Stop it.

OBSERVERS

Don't watch the fight or argument or you will encourage the bully more.
Don't copy the bully.
Don't take the bully's side.
Tell someone. (Friends, teacher, parents).
Don't encourage the bully.
Don't let the bully hang around with you.

Preventative Steps

1. Counselling of victims and perpetrators
 2. Awareness raising by displays and in assemblies
 3. our incentive scheme: praise and recognition for behaviour projects to raise self esteem.
 4. sanctions - low - determined by class teacher in accordance with behaviour policy
-

- high -action file, interview parents, exclusion

A. Anti – Racism

Definition

Racist incidents can be defined as:

1. Verbal abuse (name-calling)
2. Physical abuse

If either of these is for no other reason than the victim belongs to a particular racial or cultural group.

3. Expressing prejudices or deliberate misinformation on racial or ethnic grounds.

All staff should be aware of possible cultural assumptions and bias within their own attitudes. They should be tolerant and understanding of the different cultural backgrounds of the children e.g. diet and dress.

This awareness has implications for the way in which staff relate to pupils.

Why are we concerned?

Racist behaviour is unacceptable, and must be challenged for the same reasons as bullying is challenged. (See section 6 A on bullying).

Dealing with Racist Incidents

1. Every incident to be reported to the headteacher and recorded in the racist incident log. The number of incidents will be recorded and reported annually to the Education Authority and also to the school governors.
2. The children involved should be brought together and be spoken to and the offender asked why she/he had said or done this.
3. The offender will be asked to apologise to the victim.
4. The victim should be spoken to and reassured that everything was being done to prevent any further incidents. This will hopefully also improve his/her self-image.
5. After a very serious incident, or repeated incidents the offender's parents will be invited into school to discuss the matter with the headteacher.

Revised January 2014.

School Rules

Be kind to others

Take care of our environment

Respect yourself and others

Walk sensibly around school

Always do your best

