

## PROMOTING POSITIVE BEHAVIOUR MANAGEMENT

At Walton CEVC Primary School, we want everyone:

**to be safe  
to be able to learn, and  
to be happy**

Pupils are encouraged to be aware not only of their own needs but also those of others. We aim to develop values of **respect, trust, truthfulness, responsibility, forgiveness and self-control.**

These important skills can only develop in an atmosphere of support and understanding and it is the duty of all staff and parents to promote this atmosphere and to lead by example. Within this caring atmosphere, discipline is firm yet sympathetic. To achieve this aim, adults are encouraged to promote positive behaviour management strategies by using the **assertive discipline philosophy** whenever possible (i.e. catching children being good). When conflict arises we will use **Restorative Approaches** to repair harm and rebuild relationships.

The main focus of our behaviour management is to praise positive actions by catching the children doing the right thing and rewarding and celebrating their good behaviour.

We praise and reward pupils in a variety of ways:

- House points are awarded for good behaviour, good attitude and good work

- Success certificates are given to two or three pupils from each class in the weekly Celebration Assembly, names are recorded in the Log Book of Success. This is kept in the front entrance.
- Citizen of the Week awards are given out weekly and recorded in the Log Book
- Positive verbal and written comments are made in pupil's work books
- Stickers are awarded to pupils and visits are made to the Headteacher to show good work or talk about good behaviour
- Acknowledgement of success outside of school through the Stars of Walton photograph board and Celebration Assembly.

Each class teacher will work with pupils to create a **Class Charter** at the beginning of each year. This outlines the sorts of behaviours they want to see in their classroom that will help to develop the school values of respect, truthfulness, self-control and a sense of responsibility and forgiveness that will allow everyone to be safe, to be able to learn, be safe and be happy.

## GRADUATED DISCIPLINE POLICY

Inevitably, there are times when pupils display inappropriate or unacceptable behaviour. The following outlines the stages of sanctions imposed when a child displays such behaviours. It is our policy that **restorative language** should be used;

*What are you doing?*

*What is the rule about that?*

*How is it affecting others?*

*What is the best choice you can make now?*

and every opportunity should be given for the child to turn their bad behaviour around and choose to do the right thing. If there is serious misconduct e.g. physical violence, a pupil may miss stages e.g. move straight to Stage Three.

### **Stage One: Day to day behaviour management by all adults.**

- If a child is disruptive in class, preventing others from learning the adult will give two verbal warnings (name, eye contact, clear communication about what they are doing). Time will be given between the first and second verbal warning in order for behaviour to improve.
- If the child continues to disrupt after two verbal warnings then they will be moved to a different part of the classroom to work on their own.

### **Stage Two: Sent to another adult/class**

- If the pupil continues to be disruptive then they are escorted to a different class for a set amount of time, usually 20 minutes. They take their work with them to complete.
- The pupil and adult will have a short discussion about what has gone wrong and how to improve their behaviour.

## A Guide to our School's Behaviour Procedures



### Stage Three: Sent to the Head teacher

- If the pupil continues to be disruptive in this new class, they are taken to the Head teacher
- The pupil and the Head teacher have a discussion about what has gone wrong and the work task is completed.
- Parents are informed by the classteacher that their child has reached this stage of the behaviour procedure and the parents are invited to a meeting where the behaviour and consequences will be discussed in detail.
- A target card will be issued and the pupil's behaviour closely monitored over an agreed period of time.
- Parents are invited back to school to review how the behaviour has improved.
- In some circumstances a pupil may be internally excluded from their class or the playground for a fixed period of time. This will be dependent on the severity of behaviour.
- Behaviour incidents are recorded in the class Log Book of concern and serious incidents of behaviour are kept by the Headteacher.
- Permission to involve the LA Behaviour Support team will be sought.

### Stage Four: Exclusion

- If the Headteacher excludes a pupil , their parents are informed immediately, the reasons for exclusion are given.
- Fixed term exclusion is a usually graduated response: i.e one day, three day, five day to permanent.
- After the fixed term exclusion the pupil and parent meet with the Headteacher formally on their return to school to discuss their return to class.

### Playground Behaviour

On the playground a consistent approach to behaviour and behaviour management is also used. Adults give verbal warnings (stage 1), if unacceptable behaviour continues the pupil is sent in, the class teacher is informed and deals with the pupil (stage 2). For more serious incidents the pupils move to Stage 3.

### Using the 3 Step Rule

In our school bullying is always unacceptable. We believe bullying means repeated verbal or physical acts against another. Initially all pupils should use the 3 Step Rule

Pupils tell the other child;

1. Please stop it (after the incident)  
If it continues...
2. Please stop it, I don't like it  
If it continues...
3. I am now going to tell an adult

If a pupil is hit, kicked, pushed or punched, they should **tell an adult straight away.**

### IN CONCLUSION

The pupils have told that they want to feel happy, safe and able to learn. These procedures are in place to help promote good behaviour in our school to enable this to happen. All the pupils can play their part by making the right choices.

We hope that all parents will support these behaviour procedures and find this leaflet useful to share with their children.

## Information for Parents and Pupils