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*'Enjoy Achieving Together'*

# Behaviour Policy

**Date: December 2016**

**Review Date: December 2018**

## 1. INTRODUCTION

The behaviour policy sets out: values we hold as important; the role of staff and parents; ways in which we will encourage and reward good behaviour and discourage behaviour that does not support our School Rules.

The school has five “Golden Rules” which were thought up by the children  
These Rules are adapted for each Key Stage.

In Key Stage 1 and Foundation Stage they are:

- We walk in a calm, quiet way
- We keep our hands and feet to ourselves
- We look after each other, our things and our surroundings
- We do as we are told straight away
- We always listen in class

In Key Stage 2 they are:

- Take care of our school and everyone in it
- Behave calmly around school
- Listen to others
- Use kind words and actions
- Make good choices

## 2. SCHOOL VALUES

The values our school holds are inextricably linked to our deep Christian values, such as honesty, kindness, generosity of spirit, forgiveness, tolerance, acceptance, inclusivity. These also reflect our wider British values.

Our school will not accept any behaviour which prevents others from feeling safe or being able to learn.

## 3. BULLYING

To avoid misunderstanding, we would define the term bullying as follows:

*“Bullying” is the persistent direct or indirect physical, verbal or emotional dominance of one pupil by another or a group of others.”*

We are conscious of the pain and distress which can be caused by all types of bullying. Occasionally children keep this pain to themselves which means that staff are not able to deal with it. We rely on parents and children to inform us of any instances of bullying so that it can be dealt with swiftly for the benefit of the victim and perpetrator. As such, each class has a confidential worry – box where children can post their concerns. We participate in activities to recognise Anti Bullying week, provide Circle time and create social stories to promote open dialogue and invite visitors such as ‘Gripping Yarns’ who highlight behavioural issues.

Bullying of any sort is not acceptable in our school. Please see our anti bullying policy and our e-safety policy.

#### 4. ROLE OF STAFF

Staff will undertake to:

- create a calm and purposeful classroom atmosphere
- be constructive and positive, rewarding good behaviour
- be specific and consistent about what is expected and what is unacceptable
- deal fairly but effectively with bad behaviour, remembering that it is not the child that is disliked but a particular action
- avoid punishing whole groups for the activities of individuals unless there are exceptional circumstances
- inform parents of commendable behaviour or problems where appropriate
- set an example to the children in all matters

#### 5. ROLE OF PARENTS

Parents should undertake to:

- work in partnership with the school to support their children's learning and development
- ensure that pupils arrive at school on time and in full school uniform
- ensure that pupils are collected from school at the appropriate time and that school is informed in writing of any changes to normal pick up routine
- support the school's rules, values and Christian ethos
- make an appointment with the class teacher to discuss any concerns regarding the behaviour of your child or any other child
- inform school if circumstances at home may impact on their child's wellbeing or behaviour
- inform the school of any concerns, grievances or positive comments they may have

#### 6. REWARDS

Children, like adults, feel more comfortable in an environment where they are regularly encouraged and their different strengths recognised. Far from wanting to catch children doing wrong, we want to catch them performing well and reward them appropriately. We are always striving to increase children's self-esteem and make them want to do the right thing.

Good behaviour and work is rewarded in many different ways taking account of the age of the child. Rewards may include some of the following:

- praise within the class,
- informal talks to parents;
- public commendations (in assembly for example);
- prominent displays of children's work;
- taking work to show another teacher or sharing good behaviour / attitude
- taking work to the Head teacher or sharing good behaviour / attitude
- a phone call, text message or postcard home to parents to celebrate good behaviour / work / attitude

Each class has a **Good To Be Green** system to award significant individual achievements and to record specific behavioural issues.

As positive reinforcement, bronze, silver, gold and platinum stars are collected in groups of 10.

Upon completion of each set of 10 stars collected, a certificate is awarded. If a child collects all stars, a letter of commendation is sent home.

The key to a successful system is not so much the different rewards in use but rather that children are made to feel special when they have done their best. This is the underlying principle. In this school, we are currently trialling Class Dojo points. These will be given for good behaviour, attitude and work, with the intention that the system will be carried forward to the whole school.

At the end of the week, a child from each class is nominated for the Golden Book Award on our Friday "Sharing Assembly" where achievements during the week are celebrated. The head teacher and midday assistants also nominate a child for an award.

A 'Good Samaritan' award will also be presented for any acts of kindness and a postcard will be sent home.

## 7. SANCTIONS

We believe that it is important to make clear that bad behaviour is unacceptable. Pupils should learn to expect fair and consistently applied sanctions when deserved.

For minor offences, the 'Good To Be Green' system is used to help the child make better choices and improve behaviour in the following way.

An orange card is issued to give a warning that there are consequences to actions.

In EYFS, children are placed on 'thinking spots' to consider improving behaviour.

In Key Stage 1, an orange card will result in 5 minutes of break being lost.

In Key Stage 2, an orange card will result in 15 minutes of break being lost.

If behaviour is not modified, it will lead to a red card and being sent to the head teacher.

An immediate red card is given for serious offences such as physical violence, racial abuse, inappropriate language, refusal or rudeness.

3 red cards and/or 6 yellow cards in a ½ term will result in parent being invited in to discuss situation.

Each class holds a behaviour book to record incidents.

For most children, most of the time, the above is sufficient, particularly as they learn that the ideal form of discipline is self-discipline. However sometimes we have to take further steps for the sake of the child and his or her peers. These steps may be escalated in a crisis situation.

In appropriate circumstances, and if everything else has proved ineffective, the head teacher retains the power to exclude a pupil from the school. [The Education and Inspections Act 2006]

We recognise some children may not respond to our usual school behaviour system and in order to meet their needs we will seek advice from the behaviour support team and introduce an Individual Behaviour Plan (IBP) or Individual Education Plan (IEP) as appropriate and additional support systems as necessary.

**8. THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS**

There are rare occasions when a member of staff may have to use reasonable force to protect pupils from injuring themselves, others or causing damage to property. This is in line with section 550A of the 1996 Education Act. If such a situation arises, the head teacher will record the details and inform the parents. In using reasonable force, the staff should never give the impression that they are acting out of anger, frustration or to punish the pupil.

**Date of Policy: December 2016**

<b>PERSON RESPONSIBLE FOR POLICY:</b>	<b>ANGELA MARSDEN</b>
<b>APPROVED:</b>	
<b>SIGNED:</b>	
<b>TO BE REVIEWED:</b>	<b>DECEMBER 2017</b>