



WORKSOP PRIORY PRIMARY SCHOOL

BEHAVIOUR POLICY

Our Behaviour Policy is a balance of two complimentary elements, a behaviour management system (consequence snake) and a reward system (ladder) consistently applied throughout school.

We have a Pastoral Care system, with two named members of staff available each day during break periods to manage and support pupils who are experiencing behavioural problems. Staff are regularly trained / reminded of conflict / resolution strategies which can be employed. We run an "ABC" club to accommodate children who have presented more serious behavioural problems.

A group of pupil "Playground Negotiators" have been trained to support children experiencing friendship problems during breaks and lunchtimes, and there is a recognised "Negotiator Bench" on the playground.

Walkie-Talkies are available for staff to use during break times and lunchtime. These are a direct line of communication with colleagues and are seen as important tools in the safe management / supervision of pupils.

Copies of the schools reward system and consequence snake are available in every teaching area.

Children attending any out of school study support activities (including class visits, Breakfast club and Twilight club), are expected to follow exactly the same code of conduct as when they are school.

Staff encourage children:

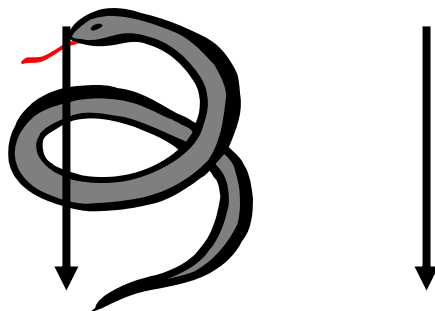
- ❖ to walk about the building in a quiet, orderly manner, giving due consideration to others especially when passing pupils who are working or when moving through other teaching areas.
- ❖ to use the litter bins provided, in school and outside on the playground, to dispose of their rubbish. Recycling bins are available in each class in which they can dispose of waste paper.
- ❖ to respect the School; its grounds and the local environment.
- ❖ to have respect for all school property and the property of others.
- ❖ to respect each other and adults in school by being well mannered, using please, thank you and excuse me, appropriately
- ❖ to be polite to adults, by holding doors open and allowing them through first.
- ❖ to wear the school uniform to give a sense of belonging and togetherness



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BEHAVIOUR CONSEQUENCES SNAKE

2014 – 2015



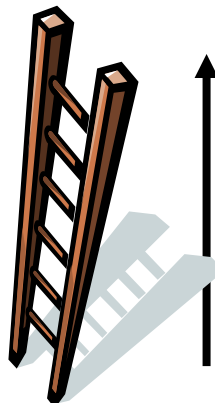
1	Verbal or written warning (one only)
2	With temper tantrums or if someone gets hurt the child is to be sent 'somewhere quiet', as appropriate Please send for a member of the TA team if an escort is needed
3	Five minutes time out in own teaching area with a timer and name recorded on sad face/cloud etc (In a place where further disruption of class is not possible but child can still access the learning)
4	Three times on a time out during one week means Golden Time is lost for that week.
5	One session of "Time out" in another Key Stage with work to do if appropriate. Behaviour to be recorded in class teacher's diary. Golden Time is lost for that week.
6	At this stage there are a number of consequences to choose from according to the level of concern: <ul style="list-style-type: none"> ❖ Miss a break, join ABC club in the FSU (Alternative Behaviour Club) where behaviour is logged by staff along with number of playtimes to be missed. ❖ Class teacher to contact parents to discuss inappropriate behaviour and possible shared way forward (Individual Behaviour Plan agreed) ❖ Report card issued for a week at a time (teacher to inform parents)
7	Cool down day (KS manager to inform parents by telephone)
8	Parents invited by formal letter or telephone to discuss disciplinary concerns with either the Headteacher or an Assistant Head.
9	IBP (Individual Behaviour Plan) written and outside agencies possibly involved.
10	Warning of possible Exclusion: Official letter to parents. Name logged in SLT concern book. Copy to Governor's Disciplinary Committee and LA
11	Governors Disciplinary Committee to meet with SLT to agree appropriate course of action / length of exclusion
12	Parents notified of period of Fixed Term Exclusion
13	Child and parents to meet with SLT and nominated governor to sign contract for re-integration into school
14	Parents notified of Permanent Exclusion

*Dependent on the situation and level of behaviour, the Headteacher may make an immediate fixed term exclusion of no more than 2 days without following the process outlined above. Typically, this would include such incidents as physical or verbal assault, where the safety and/or welfare of children or staff have been significantly compromised.



WORKSOP PRIORY PRIMARY SCHOOL

WHOLE CLASS BEHAVIOUR REWARDS LADDER



CREDITS	REWARD
15	Parachute time
15	Class Picnic
15	Mini-Disco
15	Extra Sport Session
15	Extra playtime
15	Board Game Time
15	DVD time

Class credits are awarded:

- If the whole of the class demonstrates exceptionally good behaviour
- If everyone in the class achieves a high standard of work
- For demonstrating good manners and respect
- For being a pleasure to teach

In each class individuals receive points in a variety of ways leading to rewards from a treasure box.

FSU *Stickers and Smiley slips*

Years 1-6 *Raffle tickets, signatures and stickers*





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Individual Handling Policy Home / School Agreement

Staff at Worksop Priory School, feel it may be necessary under certain circumstances to positive handle _____ and manoeuvre the child into a safe environment to avoid them hurting themselves, other children or damaging property.

This will be done with the minimum amount of force in order to maintain the dignity of all staff involved and the child in such a situation.

We the undersigned agree that this is an acceptable arrangement in the management of _____ current behaviour.

Signed _____ Parent

Signed _____ Head Teacher

Date: _____



**WORKSOP PRIORY C of E
PRIMARY SCHOOL**

PASTORAL CARE STATEMENT

Why do we need a Pastoral Care system?

At Worksop Priory C of E Primary School we believe that if every child and member of the staff team is to successfully reach his / her potential then a carefully planned system of Pastoral Care needs to be in place throughout the school year. Each individual needs to be valued for their contribution to the ethos and success of the school. Alongside this, we feel it is vital to offer a caring and family atmosphere, where every concern or worry can be voiced and opportunities be given to resolve worries, concerns or conflicts in an open and honest school community.

What systems are in place to achieve this open and caring school culture?

For the children:

The Buddy System

Every child from Y1 – Y6 that starts at Priory School will be given a volunteer buddy or buddies who will help and support them through the first few weeks of being at a new school. The chosen children will stay with the new child throughout the day during lessons, playtime and lunch time.

If any child is experiencing a period of worry or upset at home or school they may also be given a buddy for carpet time, lunch time or break times.

In nearly all assemblies the children sit with buddies rather than in year groups, which allows the children to get to know a range of pupils in school and to foster a family approach to worship. Children are encouraged to greet their chosen assembly buddy using signing.

Pastoral Care System

At Priory we have zero tolerance of physical violence, bullying in any of its various guises, insolence to members of staff or swearing. The staff who are responsible for Pastoral Care are available to carry out conflict resolution sessions with any child who has behaved inappropriately; the child attends Pastoral Care until the issue has been addressed, and strategies put in place so that there is no repeat of the inappropriate behaviour. The Pastoral Care Team are also available every lunch/break time to talk to pupils in confidence about any other problems or issues that they may have in, or out of school.

Referral to Pastoral Care may come from the pupils themselves, staff members, or parents. The Pastoral Care team also support parents with issues that may affect a pupil's behaviour in school, suggesting strategies, referring to the SENCO, Parent and Family Advocate or signposting to outside agencies if appropriate.

Class teachers, Cluster Managers, Assistant Head Teachers, Head Teacher and Governors also make themselves available for any child who has a worry or concern. The children are encouraged to see the different members of staff according to the consequence snake outlined in the discipline policy.

Playground Negotiators

A negotiator scheme runs in the playground at break and lunchtimes to help children who have had a minor friendship disagreement. The Negotiators are specially trained pupils who are on duty on a rota basis to support the other pupils and enable them to resolve conflict independently, without having to go to an adult for help. They undergo an eight week training course, led by the Negotiator Captains, in intra and inter-personal skills that includes conflict resolution, confidentiality and safety, listening skills and open questioning.

There is a designated Negotiator Bench in the playground so that pupils know where to go for help and support. Here, the pupils involved in the problem are encouraged to talk openly and honestly to each other so that they can find a way to resolve their disagreement. The Negotiators are trained to recognise which problems are appropriate for them to deal with and which they need to refer to Pastoral Care.

After participating in training provided by the Diana Award team, several of the Negotiators are Anti-Bullying Ambassadors and they actively promote awareness of Priory School as a 'No Bullying Zone'. As part of this process, they prepare and deliver a themed assembly each November to the whole school.

Friendship Builders

To help pupils on the playground there is also a Buddy Bench and an identifiable team of Friendship Builders who are trained by 'Friendship Champions' (skilled Negotiators) in listening and interpersonal skills. These pupils can promote friendship and provide additional support to vulnerable children by playing games with them, or finding them another pupil/group of pupils to play with. The Friendship Builders are trained to recognise when it is appropriate for them to provide support and when it is necessary to take a child to either the Negotiators or Pastoral Care.

For the staff:

At Priory School we have worked extremely hard to develop a staff team who are able to voice their concerns, worries and problems in an open, honest and professional way. We believe that to grow as a team we should discuss our successes, but also identify areas for improvement through annual SLOT analysis.

Three times a year all staff are invited to participate in a confidential Emotional Wellbeing survey. Following each survey the results are released and staff are able to access an analysis of their personal results so that they can track progress, and seek any support they may require. The overall results for the school are presented anonymously and are analysed to identify areas for improvement and to track progress. The findings are presented at a Staff meeting with the Governors and action taken, wherever possible, to address the highlighted target areas. All members of staff are similarly encouraged to identify personal targets and, if at all possible, take appropriate action. The Pastoral Care Team, Cluster Managers, SLT, the Head Teacher and Governors are always available to support staff with problems or concerns. The Governors take the wellbeing of the staff seriously and have made a commitment to continue the survey in the future.

The school has a Work/Life Balance Charter which recognises the difficulties of balancing the pressures of teaching today with life outside school, and we try to ensure that all parts of the charter are fulfilled. We are a "family" school in every sense of the word. Whenever possible, staff are given release time for family commitments e.g. to watch their children in school concerts, or to attend university interviews etc. We ask a lot of all the members of the staff team and hope that we are able

to repay their contributions and hard work by allowing them to enjoy family life, as well as being dedicated teachers.

There are Performance Appraisal and professional development meetings annually with SLT for all staff, with review meetings throughout the year so that personal worries, concerns and career paths can be discussed confidentially.

All teaching staff receive regular PPA cover and Subject Leadership time to enable them to plan, prepare and assess children's work. This may be taken in school or offsite, whichever is deemed to be the more appropriate.

Reviewed: Autumn 2014
Next review: Autumn 2015