



# Behaviour Policy and Guidelines

2017-2018

Reviewed & Updated July 2017

## Vision Statement

At William Davies we celebrate our diversity and achievement. Children enjoy and get the best out of learning opportunities in a caring and positive environment. Through imaginative and flexible focussed learning, children strive to achieve well.

We aim to create reflective, confident learners. Our child-centred culture enables children to develop, grow and establish positive attitudes. Children learn to respect themselves, others and the world in which we live.

William Davies is a forward thinking school. We adapt to evolving technologies and global developments. Our children are prepared for challenges of the future.

To achieve this we share collective responsibility to ensure that the guidance and procedures stated in this policy are applied consistently.

We aim to promote sound moral and social values where children respect both themselves and others. We aim to ensure children learn the difference from right and wrong in a supportive and caring environment.

We encourage all pupils to exercise self discipline and to develop the ability to control their feelings and show patience and support for others.

## Guidelines and Procedures for Classrooms and Playtimes

This policy describes the steps we have agreed in order to ensure a safe and calm environment throughout the school.

We follow The Golden Rules. There are six golden rules. They are discussed with class on a regular basis and children can be awarded merits for evidence of following these rules. The rules are displayed in every classroom and around the school. These rules are backed up with clear rewards and consequences.



### Working with Children

The children have had a direct input into the writing of this policy. The children are involved in this policy on a daily basis and support this policy by becoming Prefects, Monitors and Peer Mediators. The children are reminded of this policy every year

### Working with Staff

All staff are essential to the achievement of these aims and must feel confident to deal with all pupils. Staff must model the behaviour we expect. The Golden Rules serve as a clear foundation for behaviour, and the expectations can be interpreted differently depending on the age of the child. All new members of staff are expected to read and follow this policy.

Staff are reminded of this every September.

These rules can be supported by:-

- Providing a stimulating, organised classroom.
- Being well prepared with appropriate resources ready for use.
- Having clear rules of when and how to work quietly, silently or collaboratively.
- Using a voice and manner which fosters mutual respect.
- Supporting children who have Individual Education Plans (IEPs) to improve their behaviour by following procedures as agreed in their IEP.
- Being able to pre-empt situations.
- Arranging classroom furniture with the needs of children in mind.
- Using monitors to encourage children to take responsibility.
- Having a notice board in class where information such as class timetables, monitors, class rules/contracts, routines etc so that children have the means to check. This will also provide essential information for anyone covering the class.

### **Working with parents**

The school shares this policy with parents by involving them in the follow up of rewards and sanctions. This policy is published on our school website.

### **Exclusions**

Serious incidents or persistent non adherence to the behaviour policy can result in either a fixed term exclusion or a permanent exclusion.

### **Visiting Staff**

Visiting staff are made aware of this policy and rewards and sanctions, which are displayed in each classroom and in both the dining hall and the main hall.

### **Monitoring**

The implementation and effectiveness of this policy will be monitored by the Head Teacher. This Policy will be reviewed by the governors annually. Records of behaviour incidents are kept. The types of behaviour which are recorded and monitored are bullying, serious behaviour incidents and racial abuse and abuse of protected characteristics. The Headteacher includes this information in her termly report to governors. This enables governors to monitor and gain an overview of the school.