

Our Vision

Streatham Wells School is a place where every child is welcome, where every child is treated as an individual and where every child matters to every member of staff. Happiness is amongst the most important things.

We are a small, caring and friendly school where children flourish, where all our teachers have a commitment to learning and the wellbeing of all.

Our school is like a large loving family where everyone is valued for their own unique talents. We provide a firm foundation for personal development.

Our children leave us as happy, well-rounded individuals with a deep love of learning.

In order for Streatham Wells Primary School to provide a happy, secure and stimulating environment for the welfare of its pupils and all concerned with the life of our school we aim to:

- Ensure that our policy is followed by our whole school community, children, all staff, parents/carers, visitors and governors, based on a sense of community and shared values.
- Apply positive policies to create a caring family atmosphere in which teaching and learning can take place in a safe and happy environment.
- Teach, through our school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self - discipline and encourage in children a respect for themselves, for other people and for property).
- Promote good behaviour rather than to simply punish bad behaviour, by encouraging children to reflect on the consequences of their actions and providing a range of rewards for children of all ages and abilities.
- Make clear to our children the distinction between minor and more serious behaviour (see appendix 1) and the range of sanctions that will follow.
- Initially, treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

CODE OF CONDUCT

- All members of our school community are asked to respect each other
- Children are expected to be well-behaved, well-mannered and attentive
- We should walk, not run, when moving around our school
- We are expected to respect the schools and other people's property and to take care of books and equipment
- Physical violence is not acceptable, neither is retaliation
- If children are unable to settle a dispute peacefully it must be reported to a member of staff who will deal with the matter
- Shouting, foul or abusive language or gestures must not be used
- Everyone is expected to be punctual and attend regularly

PLEASE REMEMBER: IT'S EVERYONE'S RESPONSIBILITY TO MAKE OUR SCHOOL A HAPPY AND SUCCESSFUL PLACE TO BE!

GENERAL CLASSROOM PRACTICE

Classroom Organisation

All class teachers will use the agreed "Classroom Organisation" policy.

Classroom Rules

Through discussion and agreement between the class teacher and children there needs to be a set of principles (rules) on expected behaviour established at the beginning of the academic year and reinforced at the beginning of each term or half term.

Expectations and Routines

One of the elements of a successful classroom is the establishment of expectations and routines. Although some may seem very obvious they often need to be referred to again and again.

The following expectations and routines are especially important and need to be in place as soon as possible at the beginning of a new year/term.

The following expectations and routines are especially important;

- Storage of coats and bags on pegs
- Registration/Punctuality
- Class Rules/Sanctions
- Organisation of working areas/tables
- Seating arrangements/sitting correctly on chairs
- Tidying up – knowing where resources go
- Lining up procedures both inside and outside the classroom
- Lunch time procedures washing hands
- Acceptable noise levels
- Toilet procedures – if any
- Use of and allocation of monitors

Our children should always be made aware of teacher's expectations of them that are aimed at raising their educational standards and self-esteem, building caring relationships and promoting positive attitudes.

All of our children should be aware of how they can gain

RECOGNITION FOR GOOD WORK AND BEHAVIOUR.

At Streatham Wells we operate a "Credit Card" system for all of our children from Year 1 to Year 6. Each of our children is given a credit card into which they can collect credits for good work or effort.

10 credits = Bronze Certificate

20 credits = Silver Certificate – Tea with the Head teacher

30 credits = Gold Certificate – trip to the park plus a mention in our newsletter

We also hold a weekly Achievement Assembly where two children are chosen from each class by their class teacher to receive an Achievement Certificate for outstanding learning or behaviour.

Staff use a variety of awards to reinforce co-operative behaviour. These include:

DOJO points	Star writer/writer in the spotlight	Whole	
Class Rewards	Stickers	Time with Welly	
Certificates	Star Charts	Class points	Use of 100 square

At Streatham Wells we use a values curriculum, which is a programme of activities/assemblies that runs progressively from Year 1 to Year 6. This challenges and motivates our children to reflect on their own behaviour and also gives them the forum to encourage positive behaviour. The programme encourages self-esteem and self-confidence. The promotion of core ethical values such as fairness, honesty, respect and self-discipline are key. All classes are encouraged to plan a discussion session where ground rules are established. Where possible, our children and adults sit in a circle and are able to make eye contact with each other. No child is forced to contribute, nor is anyone “put down”. The circle can involve games, drama, talking and listening as appropriate. Through the activities children are encouraged to take responsibility for their own actions and to offer help and support to other children in dealing with any difficulties. It should be a place and time where each child can feel especially valued and secure.

Exercises can be used as a behaviour management tool to refocus children’s attention or provide a learning break to enable children to reach their full potential and/or develop particular skills.

Unsatisfactory Behaviour

This should, initially, be dealt with personally by individual teachers/class teachers to ensure that they personally gain the children’s respect. Teachers should always be fair, firm and vigilant with children in their care and any unsatisfactory behaviour should be dealt with calmly, efficiently and speedily.

We use **THE SEVEN STEPS** as a way of dealing with persistent unsatisfactory behaviour and they are as follows:

1. Verbal Warning
2. Written Warning
3. Time out in designated area of the class
4. Miss 5 minutes of playtime
5. Time out in another class with Key Stage Co-ordinator
6. Yellow Card and parents informed by letter from Deputy Head Teacher
7. Red Card and parents informed by letter from Head Teacher

Depending on the nature of the behaviour, steps can be skipped.

Children should be clear about the use of these sanctions and should know why they are being punished.

All of our children should be aware that verbal abuse and threatening physical violence is unacceptable.

Misbehaviour such as severe violence and/or verbal abuse may result in a fixed term exclusion from school by the Head Teacher. In extreme cases, permanent exclusion may be used as a final resort.

Any exclusions by the Head Teacher are reported both to the Chair of the Governing Body and the C.Y.P.S. (Children and Young People's Service)

PLAYTIMES AND LUNCHTIMES

Playtimes and lunch times should be happy and relaxed times when children can socialise and play together.

We have a set of simple **Playground Rules** that are on view in school. These are:

- Listen carefully to instructions and follow them
- Play games that are safe and will not cause harm to anyone
- Walk carefully and sensibly when moving to and from our classrooms
- Be responsible about playing with equipment and looking after it
- Look after each other and help each other especially if someone gets hurt
- Stay out in the playground unless given permission to go inside
- Keep out of classrooms

Rule reminders are on display around our school to encourage our children to "do the right thing!"

We also have set procedures for **lining up at the end of playtimes.**

- When the bell rings at the end of playtime everyone has to stand still and quietly
- The **member of staff** on duty holds up a series of coloured cards in turn and when our children see the correct colour for their class they walk quietly to their lines
- Children do not move to their class lines unless they see their coloured card
- Each of our children know where they should be standing in their lines and this avoids any potential pushing or arguments

- Footballs should be collected by the football captain once children have lined up

By following these lining up procedures all of our children go into their classrooms in a calm and orderly manner which means that our teaching sessions are able to start quickly.

Our **Midday Supervisors** play a very important role in the life of our school. They have a variety of tasks to carry out over the lunch time period which include:

- Encouraging children to play and teach new games
- Praising and rewarding children who keep to our rules in assembly every half term with a special certificate
- Reinforcing rules by reminding children who may be in danger of breaking them
- Engaging ALL children in activities
- To correct rule breaking and invite children to make amends
- Giving preliminary first aid and completing any accident reports
- Being vigilant for danger and reporting it
- Giving out and collecting play equipment
- Listening to children's concerns and responding to their feelings
- Ensuring an orderly end to lunch times by following the lining up procedures

A playground buddy system operates as part of our induction procedures for new children.

Lunchtime Volunteers from Year 6 will ensure that children enter and leave our Dining Hall in an orderly manner.

Any problems during lunch times can normally be dealt with on the spot by midday supervisors. If not, the following guidelines should be followed:

1. Children who initially misbehave stand by the "Time Out" sign in the playground for five minutes
2. Midday Supervisors refer any problems they can't deal with themselves to Senior Midday Supervisors and is recorded in the behaviour file (kept in the medical room)
3. Our Senior Midday Supervisor refers to class teachers at the end of lunch time unless agreed otherwise
4. If there is a major problem, the Senior Midday Supervisor may refer directly to Head Teacher or Deputy Head Teacher

PARENTAL INVOLVEMENT

To promote good behaviour at our school it is very important for there to be good communication with our parents/carers.

Regular communication leads to the building of better relationships and trust.

Parents/Carers who regularly work in our school should be subject to a D.B.S. check

Parents/Carers can help us by:

- Reinforcing our school ethos by encouraging children to keep the rules
- Letting us know when something has happened that may affect their child's behaviour
- Coming to meetings with teachers or people from other agencies and keeping appointments
- Behaving in a way that sets a good example to our children
- Making sure that children arrive at school on time and are collected punctually at the end of the day
- Letting Class Teacher/Teaching Assistant know who is collecting their child at the end of the day

EQUAL OPPORTUNITIES

Equal opportunities should be provided for everyone regardless of race, gender, ability, disability and social factors and should permeate the entire curriculum. The sharing of different cultural, social, personal and religious ways of life should be encouraged in all classes.

INCLUSION

If a child has an I.E.P. (Individual Education Plan) any behaviour targets and rewards/sanctions should be followed by all staff.

Early morning briefing sessions can be used to update staff on any changes to children's needs or any causes for concern.

COMPLAINTS PROCEDURES

If any parents/carers have any complaints about the way we have cared for their children or dealt with any matter it's important that this is brought to our attention as soon as possible so that it can be dealt with promptly.

Initially, if appropriate, the matter should be discussed with the child's class teacher or Key Stage Co-ordinator in order that any misunderstanding can be cleared up.

If the matter cannot be resolved in this way the complaint should then be referred either personally or in writing to the Head Teacher.

Almost all complaints are dealt with satisfactorily at one of these two stages but should this not be possible, then a complaint should be made in writing to the Chair of Governors at the school address.

Reviewed September 2018
Next Review September 2019

Examples of minor/more serious behaviour (Appendix 1)

Minor	More serious
<ul style="list-style-type: none"> • Silly name calling • Not sharing equipment in class/playground • Play fighting • Pushing and shoving (accidental) • Poor lining up • Not following instructions first time • Playing in the toilets 	<ul style="list-style-type: none"> • Physical violence e.g. throwing punches, biting, kicking • Fighting - both physical and verbal • Pushing and shoving (deliberate) • Spitting • Deliberately breaking school equipment • Verbal abuse/Racist comments • Discriminatory abuse • Use of rude gestures • Answering back/rudeness to adults • Theft • Leaving school site without permission • E-bullying if it affects a child's well-being at school

Appendix 2: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the policies on Behaviour Management and Restraint and Use of Force.
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in promoting good behaviour at our school and in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the PPC every year.