

Whitchurch Church of England Primary School	Effective Date:	September 2018
Policy and Procedure Statement	Revision Date:	September 2019
 <p>BEHAVIOUR POLICY</p>	Reviewed:	Annually
Head Teacher		Mrs K Steven
DSL		Mrs K Steven
Chair of Governors		Mrs C Datta

1. Introduction

The purpose of this policy is to provide both staff and children with a clear framework of how the school approaches behaviour management. It will clarify routines and procedures in order that all members of the school community are aware of the consequences of choosing to behave in either a positive or negative manner.

Within our values of “love, courage and respect” we are inclusive and seek to support any child who has difficulty in conforming to the school ethos and rules.

2. Aims

- To promote good behaviour and proper regard for all in our community.
- To develop children’s responsibility for their own behaviour through the promotion of self esteem, independence and self -discipline.
- To develop a range of skills so that children self-regulate their own behaviour

3. Principles

- Teachers have the right to teach and children have the right to learn.
- Positive behaviour is a matter of choice for each individual and pupils are expected to accept responsibility for their actions.
- Staff will actively promote positive behaviour as well as manage negative behaviour and its consequences.
- Individuals respond better to praise and encouragement rather than criticism or correction.
- There must be a clearly defined and communicated hierarchy of both praise/reward and sanction.
- Children who show behaviour related special needs might at sometime require behaviour management through an Individual Behaviour Management Plan (IBMP) and support as defined in the school's special needs policy.

4. Responsibilities

Pupils:

- To follow the school rules: “ready, respectful and safe”.
- To show respect, care, kindness and forgiveness and adhere to the children’s whole school agreement of behaviour
- To take responsibility for their own actions
- Have the courage to tell an adult if they are being mistreated or they someone else being mistreated

All Staff:

- To make sure they build excellent relationships with all children, especially those in their own class.
- To understand that their role is to teach children to behave appropriately. They are utterly consistent to the school approach in promoting the school rules: “ready, respectful and safe”.
- To show enthusiasm and positivity for “over and above” expected behaviour. To respond emotionlessly to poor behaviour. No adult shouts, uses a screw-face, sharp words or irritated tone when dealing with poor behaviour.
- To consistently lead by example and be positive role models and only use sanctions as outlined in the guidelines for supporting the Behaviour Policy

SENCO

- To assist with the planning of provision for children with an IBP(individual behaviour plan)
- To liaise with parents as necessary
- To oversee the provision of pupils’ IBP
- To make initial contact and liaise with external agencies for additional support
- To maintain communications with support services e.g. Primary Behaviour Support
- To monitor behaviour records with the DHT.

Governors

- To agree the principles of the policy and support its implementation.
- Monitor and report the effectiveness of the implementation of the policy (including during Governor visits)

Parents

- The school aims to work collaboratively with parents so children receive consistent messages about the expectations of behaviour both at home and at school.

- We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement letter, which is signed by parents at the beginning of every new academic year.
- If the school has a justified reason to give a child a consequence, then parents should support the decisions made by the member/s of staff. If they are concerned that their child has not been treated fairly, parents should initially inform the class teacher. If the concern remains, parents should contact the Key Stage Leader, deputy head teacher or ultimately the head teacher. A formal grievance can then be implemented if the parent still feels that the issue is yet to be resolved. The governing body may be informed.

5. Key Procedures

The success of the policy depends on all staff having collective responsibility for all children and the consistency in which we apply these procedures.

- **Consistency** - day to day and person to person
- **Intervention** - preventing negative behaviour through early action
- **Praise** - emphasis on praise and reward for positive behaviour
- **Communication** - clear and frequent communication to children concerning what is acceptable and unacceptable as well as the consequences
- Children have to accept the **consequences** when they have 'chosen' to break the rule
- Staff providing **warmth, support** and **encouragement** for positive behaviour
- Staff adopting a **calm, firm** and **assertive** approach when dealing with negative behaviour
- **Depersonalising** - when praising or criticising targeting the behaviour not the person
- No excuse for negative behaviour

Rewards and Sanctions at Whitchurch Primary School

We praise and reward children for appropriate and expected behaviour in a variety of ways:

- Teachers congratulating children through verbal praise and feedback.
- All staff can reward children with house points that go towards a team total. They can be given for excellent work or positive behaviour. The team with the most house points at the end of a half term can come to school in mufti clothes representing their house's colour.
- One child in each class is chosen to receive a Leading Learner Certificate in Celebration Worship on a Friday.
- One class per week is awarded with the 'best attendance' trophy and can celebrate with 10 minutes of extra play time.
- One class per week is awarded with the 'tidiest classroom' trophy that is on display for the following week.
- Any member of staff may nominate a child for the Role of Honour if they have displayed exceptional behaviour. They will have shown they

understand the school rules “ready, respect and safe” and the school values: “love, courage and respect”. Children are announced during Celebration Worship and their names are included in the weekly “School Matters” newsletter.

- Teachers can contact home directly through ‘MarvellousMe’ to share praise with the child’s parents. Teachers can send badges, as well as individual messages.
- Star stickers are given to children who have achieved and progressed within lessons.
- Marbles are collected in a jar for recognition of whole class good behaviour.
- Once a certain number, determined by the class teacher is collected then a short (20 minutes) party will be arranged.

We give a child a sanction if they show negative or inappropriate behaviour. These are outlined below:

- If a child starts demonstrating negative behaviour, they will be given a ‘warning’ and a verbal reminder of what is expected.
- If the behaviour persists, the child’s name will be put on the ‘sad side’ which is displayed in each classroom.
- If the child chooses not to rectify their behaviour, a dot will be put by their name.
- On the fourth chance, the child will be asked to leave the class and sent for ‘time out’ to reflect on their choices in a neighbouring classroom.
- The child is expected to complete any learning that has been missed or they have refused to complete during their next break or lunchtime.
- The head teacher and/or parents will be notified if behaviour has still not been amended.
- Children will be required to apologise to others if necessary.
- Children who have shown poor behaviour will not be asked to miss the marble party as a sanction because their good behaviour would have contributed to the collection of marbles.

The class teacher will work through the consequence system unless they deem a child’s behaviour to be dangerous or extreme when the teacher will request assistance from a member of the SLT.

Severe or extreme incidents of negative behaviour

For incidents of extreme negative behaviour parents will be contacted the same day and asked to attend a meeting with the HT or DHT and class teacher where appropriate.

Incidents of extreme negative behaviour may be where a child:

- Is physically aggressive i.e. hurts another child so that it leaves a mark
- Uses offensive language. This may include language that is rude, aggressive, offensive to other races and cultures, or anything of a racist, homophobic, sexist nature.
- Exposes private parts of their bodies

- Hurts or is abusive to an adult
- Uses offensive gestures
- Deliberate damage
- Refuses to comply with a request made by a member of staff
- Leaves the school without permission
- Enters or stays on an area of the school that is out of bounds
- Using social networking sites such as Facebook to post up abusive or offensive messages relating to school
- If a child brings a weapon or knife into school this must be confiscated and handed directly to the Police (see the DfE document: Behaviour and Discipline in Schools 2013)
- Carries out any of the above whilst in school uniform out of the school grounds and it is reported back to the school

Consequences of extreme negative behaviour may include:

- Detention at lunchtime with a member of the senior leadership team
- Regular contact with parents or carers
- Behaviour contract with specified targets
 - Exclusion from school, either fixed or permanent (the school follows the DfE guidance on School Exclusions
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

Serious Incident Protocol

All classrooms will have a red emergency card with the name of the room on the back to be sent with a child in case of an emergency. Lunch time staff will have cards with the area of the school they are working in.

In the very rare occasions when a serious incident occurs the following protocol should be followed:

1. Ensure safety of other children and adults e.g. Evacuating classroom
2. Notify a Senior member of staff immediately
3. Senior member of staff will evaluate the situation and deploy staff as required. Should any form of physical intervention be required three members of staff should be present including a member of the leadership team.
4. **In event of physical intervention the policy on this will be followed.**
5. Depending on the severity of the incident – if a child is in danger or putting others in danger then a phone call to the police may occur

NB: Staff should never put themselves directly in a dangerous situation and should never deal with serious behaviour alone.

Bullying

At Whitchurch C E Primary School we teach the children about bullying and the possible consequences of it: We teach the children that bullying

- goes on for a while, or happens regularly.
- is deliberate - the bully wants to hurt, humiliate or harm the victim.
- involves someone or several people, who are stronger in some way than the person being bullied. The person doing the bullying has more power; they are older, stronger, there are more of them or they have some 'hold' over the target (e.g. they know a secret about them).
- It is usually a combination of these three elements.

Bullying is not:

- A one-off fight or argument
- A friend sometimes being nasty
- An argument with a friend

Acts of bullying can include:

- physical aggression
- name calling
- taking belongings
- exclusion from social groups
- racist or homophobic remarks
- teasing
- sending nasty notes
- threats and intimidation
- texting/cyber bullying

At Whitchurch C E Primary School we understand that bullying can happen to anyone and that we take active steps to prevent it but then deal with it if it happens.

Active Steps to prevent bullying:

1. Through our teaching during circle time, worship, PSHE we uphold the school rules of Respect, Ready and Safe.
2. As a staff we identify children who are struggling to make good friendships within class or on the playground. The class teacher completes a "Friendship Audit" termly to support in identifying children who are may be lonely.
3. The class teacher, with the support from senior staff and ELSAs (emotional literacy support assistants) will support the children in developing friendships.

4. If the class teacher is concerned about a child's relationships in school they will arrange a meeting with the child's parents.
5. We promote an attitude of showing respect to everyone. By this we do not accept cruelty to others by words or actions. We teach the children that it is never acceptable.
6. We promote and provide enough available adults who can listen to a child's concern. We provide emotional literacy support assistants who can work with children who have been bullied or staff feel may be a target.
7. We promote children in coming forward if they see an action which is disrespectful because we understand that if more children tell an adult when they see this, the less it happens.
8. We build up strength within our school community so that children understand that by working together we can ensure everyone feels safe in school.
9. We understand that children may feel that if they tell they may worry that they could become a target themselves, they don't want to be seen as a "grass" and that it is hard to go against the crowd. We will work with the children so that there are no repercussions from raising a concern.

If Bullying has been identified

1. Bullying may be identified by a parent who must speak to the class teacher, without delay. The class teacher may talk to the children involved, may observe in class and in the playground. The class teacher will treat any concern raised seriously.
2. Bullying may be identified by a staff member who must speak to the class teacher without delay. The class teacher may talk to the children involved, may observe in class and in the playground. The class teacher will treat any concern raised seriously. The class teacher will talk to the child's parents.
3. The class teacher will discuss the issue with her Team Leader. The class teacher will arrange a meeting with the parent of the child who has been bullying, who will explain the sanctions that the school will put in place. This may be a lunchtime detention, conflict resolution activities with the ELSA. Monitoring and follow-up meetings will be arranged.

Guidelines to support the Behaviour Policy

School Rules

The school manages behaviour using the following rules: “ready, respectful and safe”. These support everyone, children and adults in recognising good and poor behaviour and are the starting point for discussion.

Common Strategies:

There are 3 common strategies which are consistently applied:

1. Building excellent relationships with all pupils: The teacher makes a particular effort to build excellent relationships with the pupils in the class. They warmly ‘Meet and Greet’ each child at the classroom door in the morning. If the teacher is unavailable, the LSA will take this role.
2. Poor behaviour is managed by the class teacher using the consequences outlined in the Behaviour policy.
3. Members of staff will all be good role models for children and will refrain from shouting or using a sharp tone when speaking to children about their behaviour.

Moving round school

- Children are prepared for moving through the school by the teacher talking through the expectations.
- When a whole class is moving round the school they do so silently, walking in alphabetical ordered lines without touching anyone and with consistent spacing with the teacher or LSA leading the line
- At playtime children line-up as above quickly when the whistle is blown. In KS 2 playground each class lines up in their fire evacuation space and in KS 1 in their designated place
- Children are collected promptly from the playground by their class teacher or LSA.
- Children are expected to walk around school in silence and continue to wait silently outside doors. There can be no running.
- Children come into worship silently and sit down with their legs crossed and hands on their lap, facing the front. They watch their teacher for instructions on where to sit and when to leave the hall. Children who misbehave in the hall must be addressed by the adult who is responsible for them, not the person leading worship.

Addressing poor behaviour

The adults recognise that their role is to teach children how to behave well. At Whitchurch CE Primary School we have a consistent standard. The adults show respect for all children and expect respect in return. Children are not permitted to talk over another person, interrupt, answer back, swear (including “Oh My God”) or hurt another person by what they say or do.

Playtime and Lunchtime Behaviour

The first priority for the adult on duty is children's safety and they must be highly vigilant at all times. Adults space themselves out in the playground so that the whole area is supervised.

Adults do not ignore poor conduct but always intervene. Additional adults can support by standing near-by but may be waved away if the original adult does not feel they require additional support. Adults may send children in from playtime with another child to the school office. The school office staff will make sure a member of the SLT (HT/DHT in first instance) is aware of them. Senior staff will supervise the child until the end of playtime. The child will be returned to the class teacher who will arrange a time to have a restorative conversation with them (this can be later in the day and not during lesson time). As with poor classroom behaviour the class teacher may choose to involve members of the SLT for additional support.