

Witton Church Walk CE Primary School

BEHAVIOUR POLICY 2018



‘Where Every Door is Opened and Every Gift is Unlocked’

Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity. Colossians 3:12-14

At Witton we are a partnership of school, church, home, the Diocese and community. We create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We all appreciate and value what it means to be a positive member of a diverse and multicultural community. Time is taken to value and nurture each child educationally, creatively and spiritually. Children and staff are encouraged to aim for ‘*Everyday Excellence*’ and believe in themselves. Understanding and valuing their self-worth and the importance of their place and purpose in our community to be the person they are fully capable of being.

Our school works within the recommendations of The Equality Act 2010.

The aim is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation using one of our Heartsmart principles.

Recognition for Good Behaviour

It is important to give attention to the creating and maintenance of a school atmosphere, which removes the desire for misbehaviour and aggression. Children’s backgrounds affect their behaviour, but school based influences are also important. ...Giving children responsibilities helps them to recognise their value to the school community and can encourage positive behaviour.

(The Elton Report.)

We have clear and high expectations of behaviour at Witton Church Walk. As adults we provide a positive role model to children in the way we speak and behave. Children are encouraged to take responsibility for their behaviour and to reflect on their actions. Learning to change behaviour, responding in different and more appropriate ways, being provided with alternative ways to react mean that even negative conflicts can be turned into positive educational opportunities.

At the start of each year the class set and agree guidelines which will make their classroom a pleasant place in which to work. By sharing in the process of making a class code the children have ownership and can take responsibility for their actions.

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Circle time: provides an opportunity for respectful discussion and games to promote self-esteem. This directly impacts on behaviour by providing children time to reflect on acceptable and unacceptable behaviour in a non-confrontational atmosphere.

Good behaviour is seen as a choice that each child makes and this is acknowledged, supported and rewarded.

Appendix 1

Just as there are rewards and praise for positive behaviour, so there must be consequences to the choices of their behaviour. When responding to misbehaviour staff make requests calmly and clearly. Our school recognises that all children are capable of good behaviour and values them as individuals.

We deal with misbehaviour appropriately and in a clear step by step manner. In class we use a traffic light system: **Appendix 2.**

EYFS will only record incidents that they feel of a serious nature, as traffic light is used to support children on entering school. If a child is persistent or constantly purposefully breaking rules it will be recorded.

Playtime

Making good choices is an expectation which extends throughout the school day. At break and lunch times pupils are required to play and socialise in a way that respects others. Support for play time includes:

- Morning/pm equipment games and equipment to play in a constructive and supportive manner.
- Teaching children to play games that they can share with their friends
- Some children spend their break times supporting the younger children, especially in the first term when Reception children are trying to settle into school life.
- If a child is alone and would like someone to play with they are encouraged to stand by 'The Friendship Stop' where it is hoped that another child will see them and invite them to play. A prefect will bring it out and place near the bench. In addition there is a Friendship bench.
- Midday assistants help to provide and sustain play opportunities for the children at lunch times. Teaching staff must support play at breaks.
- 1:1 TA's are available to support children who find playtimes a challenging time.

Incidents and Support throughout the school day

The class teacher must always be informed of any incidents involving children in his/her class, as soon as possible. The class teacher must then inform the adults in her class if felt it is appropriate to do so.

INCIDENT SHEETS

To record an incident involving:

- one or more pupils causing damage to property
- injury which is non-accidental to a child or member of staff
- reported 'bullying' – please see Anti bullying policy
- racial – verbal, recorded or physical.
- Children on SEN profile with potential exclusion outcomes

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- Actions which may lead to Exclusion

Supply teachers will be informed of the school policies and procedures through basic guidelines in the class register.

Online Behaviour

The children's behaviour on the internet used within school and school devices are regularly monitored. Children in KS1 and KS2 will sign an acceptable use agreement which makes it clear what behaviour is deemed acceptable and unacceptable. If there is an infringement of this agreement, children's behaviour will be dealt with in a proportionate manner according to our outlined online safety policy.

Parent Partnership:

We aim to keep parents informed and involved with our work on behaviour. We present our expectations annually through the 'Home and School Agreements' which parents and children are expected to sign. Behaviour may be discussed generally at the end of the day, at open evenings, and more formally during pre-arranged meetings.

School endeavours to include parents and to respond quickly when the behaviour of a child deteriorates or changes.

If a child's behaviour is a cause for serious concern then the school will, with parental permission contact Behaviour Support consultant and engage the support of our Family Support Worker.

Serious incidents of misbehaviour – where a child may be injured or the nature of the behaviour is deemed totally unacceptable will be recorded on Incident Sheets and the Head and/or Deputy will be consulted. Parents will be contacted to discuss the incident and any further outcomes.

The school has identified reasonable sanctions to deal with unacceptable behaviour and we would expect parents to support the actions of the school. However if parents have concerns about the way that their child has been treated they should initially contact the class teacher.

If the concern remains unresolved they should make an appointment to discuss the matter with the Head teacher.

If after further discussions the situation remains unsatisfactory, the formal complaints procedure will be followed

Positive Handling:

On the very rare occasion when it is reasonable and absolutely necessary a member of staff may have to physically restrain a child using the Team Teach approach, they will immediately report this to the Head teacher who will record this on our Team Teach documents – 'The Use of Forces Guidance' April 2010. The regulations regarding the use of force are set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The use of Force to Control or Restrain Pupils*. Staff will only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. Please refer to our Positive Handling Policy.

Exclusion:

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Where a pupil's behaviour is continually unacceptable, three report cards, **(Appendix 4)**, have been completed or a serious incident is recorded the Headteacher may use her authority to issue an exclusion. This will always follow L.A. guidelines and parents will be fully informed of the procedure involved. Exclusion **Appendix 3**

Monitoring and Review:

Staff will record incidents of good or poor behaviour in their class behaviour file. Red traffic lights incidents are recorded in the Heartsmart book for monitoring by the Supervision Team monthly.

The Head teacher will record those incidents where a child is sent to him/her on account of poor behaviour, following racial or bullying reports and on all occasions resulting in exclusion. The Head teacher is responsible for maintaining standards of discipline and behaviour. The governors may on occasion be consulted to advise on particular disciplinary issues which the Head teacher must consider when decision making.

This policy is reviewed annually taking account of National and LA recommendations to be approved at the 'Full Governors Meeting' each Summer Term.

Please refer directly to the Anti Bullying policy for further advice.

Agreed: _____

Date: _____

Signed: _____

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Appendix 1

REWARDS

Rewards can be in the form of stickers, merits, certificates, time spent on a favourite activity.

- Star of the Day is chosen each day to acknowledge an individual's personal contribution to the class.
- Celebration Worship each week provides a vehicle for whole school recognition where work and good behaviour are praised.
- Certificates for 'Pupil of the Week' are shared in Celebration Assembly linked to the characteristics of effective learning. Wherever possible parents are informed by text and invited to join the assembly.
- 'Lunchtime Awards' awards are given to pupils, who it has been recognised have helped and supported staff or other pupils.
- Lunch Staff will offer stickers for good behaviour etc.
- Head Boy and Head Girl will choose a child each to receive a 'Good Samaritan' award which links to the Heartsmart principles
- Raffle tickets, Delightful Diners.

Appendix 2

Celebrations and Consequences to chosen behaviours

Traffic Light System

At the start of each session all pupils start on a white light symbol (prior day traffic lights are recorded and must be followed up at a.s.a.p.).

Initial issues are dealt with using a verbal warning; if behaviour persists the child's name will move down the traffic lights.

White	= start of the day
Green	= moved up to for good behaviour or work
Purple	= for outstanding work or behaviour
Amber	= 5 minutes time-out at break at the power on table/lunch in the Community Room
Red	= 10 minutes time-out to share and reflect upon the choices they have made with a Heartsmart badge. EYFS time out of CI play children to do timeout straight after incident occurs

If a child's behaviour endangers the safety of others, the class teacher will stop the activity and remove children from dangerous situations and request SLT support. The child will not take part in the rest of the session.

If a child becomes involved in a pattern or cycle (e.g 2/3 times in a fortnight) of misbehaviour they will be referred, by their teacher, to the team leader or member of the SLT, not the HT or DHT. If the behaviour does not improve the next step will be to involve the Deputy Head teacher.

REPORT CARDS

Report cards will be used where behaviour has already been addressed by the class teacher in partnership with parents but still continues, or an incident of an extreme nature, eg Racial abuse, physical violence, verbal threatening or bullying. This will be reported to the Governing body.

Children will be placed on a report card for a period of one week – see Appendix 4. If a child gets three red dots on their report card then it will be extended to another week or the child will be moved to the next colour on the report card. If a child's behaviour has not improved and all three report cards have been completed then Appendix Three is to be followed.

The child's parents will be included, as partnership between home and school is very important and it may be that continued misbehaviour at school is linked to problems and stress at home.

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Appendix 3

Internal, Fixed-term and permanent exclusions

Where behaviour is dangerous or does not show signs of improvement it may be necessary to exclude a pupil from school. Exclusion may be internal, fixed term or permanent. Internal exclusion will be in an area where there are no other distractions, work will be completed and parents will be kept fully informed. It is important that their chosen behaviour prior to the internal exclusion is discussed during this time to allow for changes in the child's behaviour so that internal exclusion is not needed again.

If the child continues to make the wrong choices about their behaviour a fixed term exclusion may be considered.

The Head teacher has the authority to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods of up to 15 days in any one term and up to 45 days in any one school year. The Head teacher may exclude a pupil permanently. The Head teacher may convert fixed-term exclusion into a permanent exclusion, if deemed necessary.

Following any decision to exclude a pupil the parents of that child will be informed immediately and reasons will be given as to why such action is considered appropriate. At this time the Head will also make it clear to the parents that they can appeal against this decision by approaching the governing body and how to do so.

The Head teacher will inform the LA and the governing body about any permanent exclusion and also about any fixed-term exclusions of more than five days in any one term.

The governing body has a discipline committee who will consider any exclusion appeals on behalf of the governors. When the appeals panel meets to consider any exclusion, they will consider the circumstances in which the pupil was excluded. They will also consider any representation by the child's parents and the LA. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher but if the governors' appeals panel decides that a pupil should be reinstated the Head teacher must comply with this ruling.

See further details re: National Standard List of Reasons for Exclusion and Best Practice

Letters saved on admin/office computer: Exclusions Folder

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Report Card -

Date –

DAY	SCHOOL			HOME
Monday	AM	Lunch	PM	
Tuesday	AM	Lunch	PM	
Wednesday	AM	Lunch	PM	
Thursday	AM	Lunch	PM	
Friday	AM	Lunch	PM	

Please sign, comment if needed and place a colour in each box about the behaviour.

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Green dot

Good

Yellow dot

OK, however some improvements needed

Red dot

Not acceptable

Mrs Magiera will sign each box at the end of the day and in her absence Mrs Parr will sign.