

Witton Church Walk CE Primary School
RELATIONSHIPS POLICY 2022
Behaviour



‘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’ and the ‘Keeping Children Safe in Education’ September 2022 document.

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.)

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally.

‘Behaviour in Schools’ July 2022

Policy Updated:

Adopted by Staff and Governors:

Date for Review:

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We have clear and high expectations of behaviour at Witton Church Walk. As adults it is our duty to model building relationships with those around us. By doing this we express positive ways in which to speak and behave. Children are encouraged to take responsibility for their behaviour and to reflect on their actions. We support them in learning to identify and understand their feelings and how these emotions affect their behaviours. As a school we will endeavour to build a toolkit of strategies to respond in different and more appropriate ways; being provided with alternative ways to react mean that even negative conflicts can be turned into positive learning opportunities.

The headteacher of a maintained school must determine measures which aim to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

Class

At the start of each year each class will create a class charter. The class charter will make their classroom a safe and secure place in which to work. By sharing in the process of making a class charter the children have ownership and can take responsibility for their actions. This charter will incorporate the schools' Christian Values and Vision.

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.

My Happy Mind

Allows the children to develop understanding of their own mind and how they are able to control and understand their emotions and the impact of these on themselves and others.

Good behaviour is seen as a choice that each child makes, and this is acknowledged, supported and rewarded. We will praise in public and discuss negative behaviour in private not in front of other children. This again is to be done in a heart smart way. 'Love Thy Neighbour as you would want to be loved'. Mark 31:12
Pupil's behaviour will not normally disrupt teaching, learning or school routines. This disruption will not be tolerated. The class teacher will expect high expectations of behavior and will inform a member of the SLT if disruption is consistent, if needed the head teacher will take proportionate action to restore acceptable level of behaviour.

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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.

However, we acknowledge that all types of behaviour are a way of communicating and as the adult, it is our responsibility to understand the emotions behind the behaviour displayed and respond appropriately. Using interventions and a multi-agency approach if and when necessary.

We deal with misbehaviour appropriately and in a clear step by step manner. In class we use a traffic light system: **Appendix 2**. If a child is persistent or constantly purposefully demonstrating inappropriate behaviour it will be recorded on CPOMs so senior members of staff can monitor and action if necessary. Class teachers must keep parent informed of any unacceptable behaviour.

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

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. Our middays are trained in 'play' and have had training for supporting children at playtimes the senior middays is responsible for ensuring middays are engaging positively with children. *Y6 play leaders to support more structured games for the younger children.*
- 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. Parents must be informed of any incidents.

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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
- reported - racial – verbal, recorded or physical.
- any unkind comments which fall under the Equality Act must be reported
- Children on SEN profile with potential exclusion outcomes
- Actions which may lead to Exclusion

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

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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 and keeping children safe in education 2022 document.

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, engage the support of our Family Support Worker and a more formal risk assessment may be implemented.

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. Likewise we have high expectations of behaviour for staff and pupils in our non-negotiables.

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:

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 CWAC guidelines and parents will be fully informed of the procedure involved. Exclusion **Appendix 3**

Monitoring and Review:

Staff will record incidents of good or unacceptable behaviour on CPOMs. Red traffic lights incidents are recorded on CPOMs by the class teacher for monitoring by the Supervision Team monthly.

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The Head teacher will record those incidents where a child is sent to him/her on account of poor behaviour, following cyberbullying, prejudice-based and discriminatory bullying reports and also 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 Autumn Term.

Please refer directly to the Anti Bullying policy for further advice. This guidance below will be used by the head teacher and referred to in most incidents – please read it.

[Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/behaviour-in-schools-guidance-for-headteachers-and-school-staff.pdf)

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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 an award which links to the Heartsmart principles
- Anti bullying ambassadors choose a child weekly for their Christian Value heart award
- Raffle tickets, Delightful Diners.

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Appendix 2a

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 behavior related to the 5 Heart Smart Principles-See Appendix

Time Out = A final warning before moving to amber – reflection time

Amber = 5 minutes time-out at break at the power on table/lunch in the Community Room with the class teacher. After this reflection time the children will move back to white

Red = 10 minutes time-out to share and reflect upon the choices they have made

EYFS time out of CI play children to do timeout straight after incident occurs

If this happens twice in a week, they will go and see their Key Stage lead.

If this occurs more than three times in a week or 6 times in a half term, then the child will go and see Mrs Magiera, and it will be recorded on CPOMs. Mrs Magiera will inform their parents.

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. Teachers must ensure they have high expectations of behaviour at all times and call SLT if they need support.

Policy Updated:

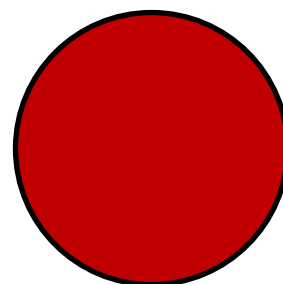
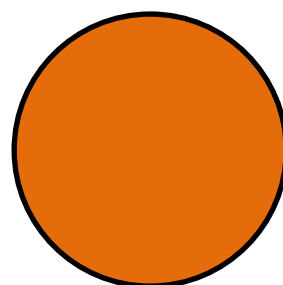
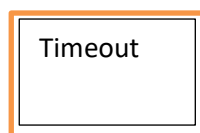
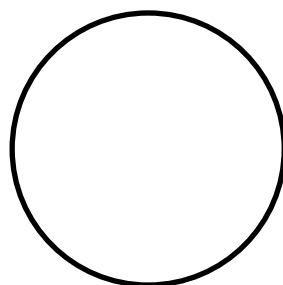
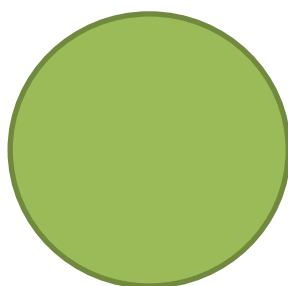
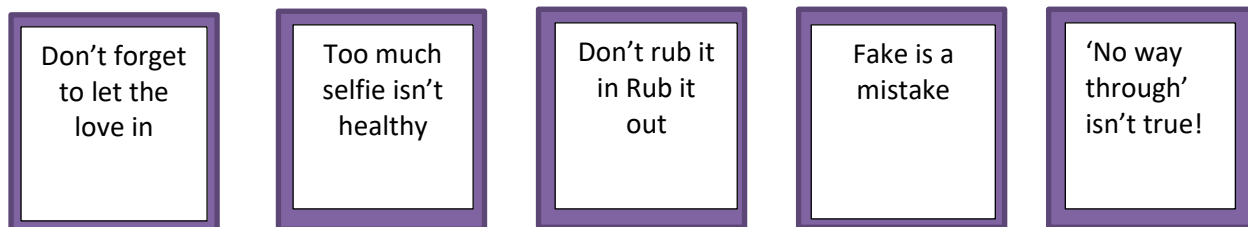
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Appendix 2b.

Heart Smart Principles– 5 purple squares above green on the traffic light



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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. Support will also be offered from the PCSO.

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.

Appendix 3

Internal, Fixed-term and permanent suspension

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf

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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	

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

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

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Appendix 4

**Non-negotiables for behaviour at school –
'Kind, calm and consistent'**

As teaching staff we are bound by the teaching standards and as staff of the school we are all bound to the school policies, including the vision of the school which sets out what our school is about.

Modelling professional standards as per PART 2 of teaching standards.

- To adhere to the Professional Working Policy at all time
- To demonstrate a no raised voice environment for all.

Therefore it is everyone's responsibility.

We must ALL be responsible for this every day ensuring we are kind in our approach, we are calm in our control and use of voice and that we are consistent, therefore nobody walks past -

- In worship listening and appreciating the music chosen, not leaving for the toilet unless absolutely necessary or child has medical need
- Staff modelling behaviour in worship, good listening, observing and responding
- Children must walk round school
- Children must wear school uniform and must be asked if not wearing it e.g., appropriate jewellery, school shoes and nail varnish unless parents have left a message on the door – staff on the doors will inform teachers
- No hands in pockets
- No jumpers or cardigans tied round waist
- Don't walk past rubbish or a messy environment – we, as staff need to model how we want it to be – tidy it up, pick it up – with the children e.g., cups in the children's sink areas, everything having its place on the worktops in the corridors
- PE kit must be worn to school on the allocated PE day - parents must be informed as per PE policy if they don't wear it on the allocated day
- Hair to be off face, tied back if possible and definitely tied back for PE.
- Children must line up quietly on leaving the classroom and a member of staff to monitor them leaving calmly and quietly
- Children must be greeted at the door on their way into the class by class teacher in the morning
- Children must line up quietly at the end of playtime, always one member of staff at the front and one at the end of the line - children MUST be quite and lined orderly before coming in – this is the minimum expectation and staff must be outside promptly
- The Relationship Policy must be used kindly, calmly and consistently – warnings must be given as a warning, all staff saying the same script e.g. I am asking you to stop this is your warning and if you choose to continue to do it then you will have to move your name to amber. Then learning/teaching to be continued
- If a child displays behaviour which is unacceptable, we will acknowledge it and let the child know that we have noted it and it will then be dealt with at the end of the lesson when all children have finished their learning. Or speak to the child in private quickly. If it is disrupting learning this must be stopped, child asked to leave with their TA if appropriate and if needed a senior member of staff called.
- Our vision must be lived out in school – 'Love thy neighbour as you would want to be loved'. To our colleagues and to our children – for some children this is their safe place.

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Relationships with children and each other are key – a calm respectful manner must be used, as we do, use the tone of your voice rather than raising the volume. We want to create a calm, environment where the children feel safe, secure and valued.

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