

**Great Whelnetham
C of E Primary School
Behaviour Policy
(Autumn 2019)**



Values for Life:

Compassion, Courage, Friendship, Trust, Truthfulness, Hope,
Peace, Thankfulness, Creativity, Forgiveness, Humility and
Justice

Policy Statement

Great Whelnetham operates a positive behaviour management policy, to support the caring character of the school. The culture is set by adults and their interactions with each other and with children. These relationships should demonstrate tolerance and kindness, reflecting the Christian ethos of the school and our values for life. Children should expect to be praised for positive choices they make and challenged if their behaviour is not in line with the three main principles which govern behaviour, manifested as three rules:

Be Ready – we are always ready to learn and look out for each other

Be Respectful – we value ourselves, others and all members of the community

Be Safe – we look after ourselves, each other and the community in a secure and happy environment

Aims of Policy

- To establish and maintain a safe and calm environment in which children can thrive and learn
- To model, teach and encourage an understanding of school values which underpin the Christian ethos of the school

Principles of Policy

- Consistency
- Certainty of adult behaviour
- Good relationships and kindness
- Unconditional positive regard towards children
- Avoidance of escalation
- Restorative conversation and action
- Good manors
- Each day starts anew

Behaviour Policy and Procedures

To achieve a practical and consistent approach to behaviour management in the classroom and across the school, a traffic light system is used as reinforcement.

The traffic light system allows for:

- A visible reference throughout the day for following school rules
- Least intrusive approaches being used to manage behaviour

Traffic light system:



Reflection/home contact



Pause and think



Respectful, safe and ready to learn

Each classroom has traffic lights clearly displayed in the classroom with all class names on green at the beginning of each day. A child's name should only move from green to yellow if they are breaching a school rule. If this is the case, they should be advised of the rule they are breaking and supported to change their behaviour so their name can return to green. If a child persists in undermining a school rule after having an opportunity to change, their name should be moved to red. This means that the child will spend 5 minutes in reflection, a supervised area in a designated space, during the next play time. During this time, the child should be given opportunity to consider the reasons for going to the reflection area and what they could do differently to avoid further visits. A record of names, dates and reasons for being in reflection should be kept for monitoring purposes.

All members of staff should implement the traffic light system for consistency and to reinforce positive behaviour management. Staff who are not classroom based, should advise the class teacher if a child's name has been moved from green to yellow or amber and the reasons for this. The child's name should

then be moved on the classroom display and the incident followed up as before.

Rewards

In an environment of positive behaviour for learning, children will be expected to follow basic standards of conduct – lining up quickly and quietly, listening carefully, trying to do their best and working hard. Such behaviour will be constantly reinforced and verbally acknowledged. Children will be especially praised for behaviour which is above and beyond minimum standards, such as spontaneous acts of kindness towards others, careful listening and thoughtful responses, producing exemplary work, putting especially hard effort into something they are doing, showing marked progress or for achieving high standards.

Example of Rewards

- Verbal praise which is also communicated with parents and carers
- Verbal recognition of achievements
- Stickers
- Work displayed and celebrated within designated areas in the classroom or communal areas
- Special mentions of achievement during weekly celebration assembly
- Acquisition of House Points individually and for your team

House Points

These are awarded to individual children and added to house teams made up of groups of children across the school. House points are accumulated each week and half term and established at these intervals. Total team points are announced each week at celebration assemblies and at each half term to establish which winning team have secured an afternoon of fun activities.

Inclusion and Additional Support with Challenging Behaviour

Some children need more support than others to make consistently positive behavioural choices. Strategies in such circumstances may involve:

- Use of personalised reward systems
- Time out systems such as using break cards where the child can go to a designated area for set time periods
- Intervention from the Head of School or Executive Headteacher

Time out system

If a child becomes angry or upset during play time or lunchtime and unresponsive to staff intervention to calm down, they should be able to go to the designated sensory zone. This area should be equipped with soft seating and provide the child with time to be away from a situation causing stress. A child can request to go to the time out area with a member of staff. Whilst there, the child can spend time discussing causes of stress and be supported to compose themselves and decide on a way to resolve the situation causing distress.

Exclusion

Under the Education Act 2011, a child can be excluded from school for a fixed term or permanently by the Head of School together with the Executive Headteacher. This occurs only in exceptional circumstances, where usual methods have failed and when there have been incidents which are seriously detrimental to the child or others. The child is sent home for a specified period, particular parts of a day, or, in most severe circumstances, permanently. Parents and carers are informed in writing of the length of the exclusion and the reasons for it, as well as their right to make representations to the governing body. Permanent exclusions relate to circumstances where a child's behaviour is extreme and seriously detrimental to themselves and/or others. Governors and the Local Authority must be informed in writing.

Parental support

Improvements in behaviour come from consistency between home and school. We aim to build constructive dialogue and will inform parents if we have ongoing concerns about their child's welfare or behaviour. If parents have concerns about the way behaviour is being managed, they should contact the child's class teacher/Heads of School for clarification and discussion.

Restraint of Pupils

The DfEE circular 10/98 outlines Section 550A of the Education Act 1996. This section allows a teacher, and other persons who are authorised by the Executive Headteacher to have control or charge of pupils to use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence.

- Injuring themselves or others.
- Causing damage to property (including the pupil's own property).
- Engaging in behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom, during a teaching session or elsewhere.

Types of Incident:

There is a wide variety of situations in which reasonable force might be appropriate or necessary to control or restrain a pupil. They fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury, or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline

Reasonable Force:

There is no legal definition of 'reasonable force' – it will depend on the circumstances of the incident. Some examples are listed below – the lists are not exhaustive.

Acceptable level of force:

Physical intervention can take several forms. It might involve staff:

- Physically interposing between pupils.
- Blocking a pupil's path.
- Safe holding.
- Leading a pupil by the hand or arm.
- Guiding a pupil away by placing a hand in the centre of the back.

Documentation:

If any incident occurs in which measures effecting restraint of a pupil occur, an entry must be included in appropriate register detailing:

- The date and time of the incident.
- The exact circumstances.
- Measures taken.
- Outcomes of such action.

These must be recorded as soon after the incident has occurred as is practicable and given to the Head of School or Executive Headteacher.

Pupils attempting to leave the school premises:

Pupils attempting to leave the school premises without prior permission will not be restrained but will be followed by a member of school staff and parents will be informed immediately by the school office.

Roles and Responsibilities of Staff

All members of staff employed by the school should be aware of and able to consistently implement the school's behaviour policy.

It is the responsibility of School Leaders, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested on the effectiveness of the policy. It is also the responsibility of School Leaders to ensure the health, safety and welfare of all children in the school. The School Leaders will support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Role of Governors

The governors support the Executive Head and Head of School in carrying out these guidelines. School Leaders have day-to-day authority to implement the school Pupil Behaviour and Discipline Policy. Governors may give advice about particular disciplinary issues. School Leaders must take this into account when making some decisions about matters of behaviour.

Monitoring

The Governors and School Leaders monitor the effectiveness of the behavioural policy on a regular basis.

September 2019