

Behaviour Policy

Status	Date
Staff	September 2019
AGC Committee	September 2019
Review due	Summer 2020

Philosophy

At Wansdyke we, the staff and Governors, believe that, in accordance to our vision and values, all staff will work collaboratively and constructively with children to ensure they understand the expectations we have for them in terms of their behaviour and conduct in school. This is based on a commitment to spend time ensuring that children are given clear boundaries, encouraged to reflect on and learn about how their behaviour affects others and to support them in developing empathy with those around them. This will be fostered within a calm and purposeful environment in which the development of respectful relationships is seen as a priority. We will communicate clearly with parents about important issues or events regarding the behaviour of their children and work in partnership with them to support their child/ren.

Rationale

We believe that:-

- calm and orderly behaviour will promote the best environment for effective learning;
- everyone has the right to be treated with respect and courtesy;
- everyone is responsible for securing a safe and happy atmosphere in school;
- focusing on the positive is more effective than highlighting the negative aspects of behaviour;
- children will be supported to understand the difference between 'helpful' and 'unhelpful' talk and how this can affect other people;
- every child has the right to learn and for this not to be disrupted by another child.

Aims

We aim to:-

- establish a culture of achievement in both work and behaviour;
- motivate children to give of their best;
- establish a clear and straightforward system of rewards and sanctions;
- recognise, celebrate and reward good behaviour;
- support children in learning to understand the characteristics of good behaviour, including the need to respect other people's physical space;
- help children distinguish between right and wrong;
- deal with inappropriate behaviour fairly and consistently;
- communicate clearly and consistently with parents/carers about behaviour-related issues.

Guidelines

- Time will be taken to develop classroom expectations/rules with children. These will be displayed in the classroom and referred to regularly;
- A clear system of rewards will be used across the school as follows:
 - ✓ Each child will belong to a house;
 - ✓ Each class has a house point chart.
 - ✓ House points will be given for various things such as: good work, good effort, showing a positive or helpful attitude and good behaviour and these are recorded on the class house point chart;
- Each week the house points will be collected and celebrated in assembly by children in the Big Oaks Class
 - ✓ The winning house will be celebrated each term;
 - ✓ At the end of each term, a cup will be awarded to the winning house;

System of Sanctions

The key principle underlying our approach is to value and celebrate appropriate behaviour and attitudes, 'catching and recognising' this when it happens, and use a consistent approach when dealing with more challenging or inappropriate behaviour.

System of Sanctions within classrooms or within the school generally

Verbal Warning

- Initially a verbal explanation (a warning), will be issued to the child, making very clear what is causing concern and what they need to do differently (i.e make explicit the expectations for them).

Time Out

- If the child has not changed their behaviour or for something more significant, he/she is given 'time out' within the classroom in FS; KS1 and KS2 will be sent to work outside the class, (as appropriate for the child). This provides them with time to think about/reflect on what has happened. A standard 'TIME OUT' sign will be used which will indicate how long the 'Time Out' is for.
- If there has been a serious incident or there are repeated 'Time Outs' during a week, a red slip will be issued and parents will be informed by either the class teacher or the head teacher (as agreed with the class teacher).
- The SLT will collect in a log for Time Outs given within each class on a regular basis. These will be discussed and parents contacted if children are persistently named on this log.

Red Slip

- If any further problems persist or for serious incidents a 'red slip' will be issued. The red slip will be written out by the adult issuing the red slip.
- As a result of this, the child will miss the next play time.
- The child may be sent to another class or member of staff with work for a short time; the child will be sent back to their own class when they are calm or at a suitable interval, as determined by the receiving teacher.
- Either the class teacher or the adult who has issued the red slip will inform the child's parents at the end of the day and pass the red slip to the school office, who will make a record on the school's management information system.
- If two red slips are received within a term (one of the six terms) the parents will be called in for a meeting with a member of the senior leadership team*.
- All red slips will be recorded on the school's information management system.
- At the end of each term all children who have not received a red slip that term will be rewarded with a small treat of some kind (DVD, extra play etc). Children who have received a red slip that term will meet with a member of the senior leadership team to review what they have learned to do differently, having received at least one red slip.
- The head teacher will report regularly on behaviour to the AGC Committee.

*This may vary if a pupil has an individual behaviour plan

Procedures for children with behavioural difficulties

Any child with behavioural difficulties will have a separate plan which may be linked to an Individual Education Plan, Personal Inclusion Plan (PIP) or Individual Behaviour Plan (IBP). Relevant staff and SMSAs will have been notified about how to respond to this child according to the agreed plan. This might involve one member of staff or SMSA being allocated to respond to this child, in the case of any difficulty occurring.

For this child, their inclusion or behaviour plan is likely to supersede some of the guidelines and sanctions listed above. This will be dependent on every individual.

Use of reasonable force

If a child has an Individual Behaviour Plan and is at risk of showing disruptive behaviour, then the staff involved in working with the child will have attended a 'Team Teach' course.

The DfE document 'Use of Reasonable Force' (July 2013) states that all staff in schools can use reasonable force, 'Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.' and 'The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.'

Examples of ways in that staff at our school could use reasonable force are:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Exclusions

In certain cases of extreme behaviour, fixed-term internal or external exclusions may be deemed an appropriate course of action in which case parents/carers will be notified in writing of the reasons and date(s) for the exclusion.

Permanent exclusions from school may be considered as a last resort.

- All pupils who are at risk of a permanent exclusion will have a clear action plan, a PIP or an IBP, to support them. This plan will be discussed with the parents or carers.
- Mentoring may be provided by older pupils, teaching and non-teaching staff and volunteers (only those appropriately trained will be involved in this process)
- Disapplication of the National Curriculum will be considered where a pupil would benefit from a more diverse curriculum.

All staff are responsible for ensuring the best possible standards of behaviour around the school and are therefore expected to address these with the child/children involved immediately. It is important though to inform the class teacher of any incidences of poor behaviour, as soon as possible after they have occurred, and let them know how the incident was dealt with.

Please ensure that this behaviour policy is read in conjunction with the Policy for Positive Handling of Pupils which will only be used in an extreme situation and that **ALL** staff are familiar with our policy and procedures before having to deal with an incident.

Signed.....

Chair of AGC Governors

Date.....