

Behaviour Policy

APPROVAL & ADOPTION

This policy was formally agreed and adopted by the Governing Body on:

_____13 May 2019_____

Chair of Governors

Signed: _____



Positive behaviour is at the heart of our school. We play a central role in the children's social and moral development as much as in their academic progress, and our behaviour policy is designed to define and encourage our expectations and our aim to promote outstanding behaviour. It involves staff, parents and children alike.

Our core values :

Respect, Honesty, Co-operation, Kindness, Courtesy, Enjoyment and Effort.

Aims and Objectives

1. It is a primary aim that every member of the school community feels valued and respected, and that every person is treated fairly. Our caring, family ethos promotes trust and respect for all. This policy is designed to enable all members of the school to live and work together in a supportive way. We aim to promote an environment in which every child feels happy, safe and secure.
2. We aim to create a positive partnership with parents to build trust, common expectations and strategies for dealing with behaviour problems. (With other agencies if appropriate)
3. We aim to create a positive, caring and effective learning environment, which promotes high expectations of both behaviour and work.
4. We promote honesty and courtesy through example, and thus expect every member of the school community to behave in a considerate way towards each other, showing respect, kindness and an understanding of the needs of others.
5. We aim to ensure that every member is treated fairly regardless of age, religious belief, gender, sexual orientation, race, physical difference (hair colour, size etc), ability or impairment.
6. We appreciate the best efforts and contributions of all and we value and celebrate high achievement and good behaviour through a consistent rewards system.
7. By promoting good behaviour, in a safe, secure environment, we aim to help children grow into positive, caring, independent citizens.

Behaviour, Learning and Classroom Management

We believe that our curriculum, class organisation and day-to-day management have a profound effect on children's behaviour. To ensure the best possible results we will:

- Employ teaching methods that encourage high attainment, enthusiasm, active participation and co-operation with others.
- Plan an appropriately structured, exciting and challenging curriculum, responsive to the individual needs and desires of each learner.
- Provide a high-quality learning environment of which all members of the school community can be proud.
- Reward good behaviour and high personal standards through celebration assemblies, and individual class awards. (All class teachers will have their own system of rewards).
- Promote our high standards and expectations in assemblies, parent and community events and newsletters.

Rewards

We praise and reward children in a variety of ways through:

- Positive verbal and non-verbal responses
- Teacher's and Head of School stickers showing value of work or behaviour.
- Celebration assemblies with certificates for good work, effort and acts of kindness
- Trophy Assemblies every half term.
- Celebration of success in newsletters to parents and on notice boards.
- Class reward systems such as 'Golden pennies' and 'House Points' These may benefit both the individual and the whole class and will vary slightly from class to class.
- Extra playtime on a Friday.

School Rules and Values *(see appendix for specific indoor and outdoor rules)*

- We expect children to listen carefully to instructions and requests both in and out of the classroom, from **all** members of staff.
- We expect children to try **their** best in all activities.
- We expect children to come into and leave assembly silently and to sit quietly unless asked to take part in discussions.
- We expect children to behave responsibly at playtime and dinnertime and to respect their peers and all adults.
- We expect children to respect and care for all property and resources.

Sanctions

It is far more effective, where possible, to reduce or remove 'the cause' than to repeatedly deal with the result. Every effort will be made to defuse potentially difficult situations.

At all times, the school will seek to work with parents to resolve any problems.

There is a need for sanctions to register the disapproval of unacceptable behavior in order to maintain the stability of the school community and the safety and happiness of all children. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future.

N.B. There is a relationship between the principles of our Single Equality Scheme and the sanctions system. The existing mechanisms for dealing with racism and racial harassment within the Single Equality Scheme will also be incorporated here. In addition, consistency in the application of sanctions also has a gender based equal opportunities dimension. Thus, rebukes and sanctions, which are differentiated solely on the grounds of gender, should be avoided.

Procedures:

On a practical, day-to-day basis, children will need to know -

- That a sanction is fair and why it is being applied.
- That their viewpoint has been listened to.
- What changes in behaviour are needed in the future?

Adults and children at Wingham School have agreed that we should have a yellow book for minor but irritating rule breaking that interferes with the safe running of the school.

If a child's name appears in the 'yellow book,' they should volunteer that information in Friday assembly or otherwise will be named by an adult who is aware.

They will miss Friday playtime and will stand in the playground (or foyer if it is very cold). They will be allowed to join in for the five extra minutes only (and should go to the toilet during that time if they need to.) Children's names are put in the yellow book for-:

- Talking or misbehaving at the end of playtime
- Talking or misbehaving in assembly
- Talking or misbehaving in class

For any of the above, children should be given at least one warning before their name is put in the book. Individual class teachers may have different procedures in their own classrooms for warning children before their name is put in the yellow book. (E.g., name under sad face, red card given etc.)

- One- off incidents of unkindness, rudeness or 'unacceptable' behaviour around the school that a teacher feels warrants more than discussion and reprimanding the child.
- Dropping litter.
- Unpleasant or insulting language including swearing.

If a child's name appears in the yellow book several times in a term (usually three, but there should be some flexibility) the class teacher should have an informal conversation with the parent in the presence of the child and ask for their support to improve behaviour.

When reading logs are forgotten, children should miss playtime but should spend that time reading in the foyer. When homework is forgotten, or other work has not been completed appropriately at home or in class, children will be asked by their class teacher to do that work at playtime or lunchtime in the foyer or outside the glass room if the teacher or their TA is going to be actively responsible for supervision.

The adults and children at Wingham School have agreed that there should be a red book for more serious offences that 'equate to minor law breaking in society'. The children have contributed the ideas for what should go in a 'red book' but as with all things, other situations may be encountered that have not been thought of in advance.

- Persistent unkindness i.e.: If a child has been in the yellow book twice before for unkindness, on the next occasion their name should go in the red book. (harassment)
- Lying (perverting the course of justice)
- Getting someone else into trouble by lying (perverting the course of justice)
- Racism
- Physically attacking another child or fighting 'Assault'
- Deliberately damaging property

- Stealing

When a child's name has been entered in the Red Book the child's parents/carers should be informed that day. The incident should also be recorded on an ABC form. The Executive Head Teacher or Head of School should be informed and one of them, alongside the adults involved in the incident and the child's class teacher should decide on an appropriate sanction that is suitable in the circumstances. If another child has been hurt or affected by the incident in any way that child's parents should be informed as well.

Use of reasonable force

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

1. All members of school staff have a legal power to use reasonable force
2. This power applies to any member of staff at the school. It can also apply to people whom the head of school has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes - to control pupils or to restrain them. 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. 2 Section 93, Education and Inspections Act 2006 5 The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- 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;
 - restrain a pupil at risk of harming themselves through physical outbursts.
- Schools cannot use force as a punishment - it is always unlawful to use force as a punishment. Power to search pupils without consent.

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items"

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

The federation acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

BULLYING

We regard bullying as the wilful and conscious desire to repeatedly hurt, threaten or frighten someone else. We regard this as serious, and firm action must be taken to prevent it. We encourage all children to frown upon it and to report any such behaviour that they come across.

Bullying can be expressed **physically, verbally or emotionally** and by an **individual** or a **group**. It can take many forms, including:

malicious rumour/name-calling/violence or assault/pushing/teasing/coercion, intimidation or extortion/ostracising/damage to and/or theft of property.

The **victim** of **bullying** may be chosen by the bully for many different reasons:

race/sex/disability/class/physical appearance/talent or lack of talent

or it may simply be that the child is new to the school, has an ongoing family crisis or is otherwise perceived by the bully as 'different', temporarily or otherwise for some other reason. Generally the victim will be unassertive, even timid.

The **bully** may be such for a host of different reasons, but often may be:

bullied themselves/inclined to copy behaviour seen at home or on television/

inclined to enjoy or need a sense of power/a victim of violence or abuse.

These reasons are not rooted in any particular culture, race, class or sex, and cut across every year group of a school.

The **victim's distress** may be recognised by:

- signs of withdrawal
- deterioration in work, attendance and time-keeping
- general unhappiness, fear or anxiety
- false claims of illness
- isolation and/or desire to remain with adults

We aim to **prevent bullying**, rather than having to cure it, by:

- the staff providing good role models for the children
- encouragement of caring for others
- discouragement of bullying tendencies
- a caring and co-operative approach to work and play (pairs and group work)
- discussion of friendships - for example PHSE Lessons
- appropriate supervision in playgrounds.
- ensuring regular coverage in assemblies
- following a full PSHE curriculum

We must **distinguish** between **bullying and other behaviour** which might be confused with it. For instance, the child who is inclined to be bossy may boss whoever is around, regardless of age or size and will grow out of this as maturity and greater social skills are acquired. In learning and developing social skills children may also on occasions be unkind to each other. This will be dealt with appropriately in school but we should be mindful that this is not bullying. The bully will usually focus upon younger or smaller children, and will rely increasingly on threat and force for power. The bully will also maintain a knowing and conscious desire to harm.

We believe that parents and teachers alike **should not** unwittingly **condone** bullying behaviour by statements such as:

- Hit him back
- You must have done something to deserve it
- It will sort itself out
- It is part of growing up
- Don't be a wimp
- Learn to look after yourself
- Don't tell tales (where the 'tale' is persistent)

We believe that we may be able to be **deal with bullying informally** by:

- stressing that to stand and do nothing in the face of bullying is to condone it
- tackling racist, sexist or discriminatory language
- supporting both the victim and the bully in their individual requirements (both will need to be encouraged to have a sense of self-esteem and self-value, whilst the bully will also need to be encouraged to co-operate rather than compete, and to speak about the reasons for bullying)
- liaising with parents of both victim and bully
- following up and supporting the victim to prevent recurrence
- rewarding of non-aggressive behaviour in school and at home
- avoiding statements that condone bullying, as above
- using peer pressure for support for victims and to express disapproval of bullying behaviour
- helping children to see things from the other's point of view
- discussion

Procedure when bullying is reported by a child, parent or member of staff

1. Speak to the victim to see if bullying has occurred. If so:
2. Speak to those accused of bullying (together if a group). Discuss their actions from their and the victim's point of view. Tell them that their actions could be described as bullying and warn them of the consequences (see below) if further incidences occur.
3. Speak to parents/guardians of the victim, make them aware of problem and school's action.
4. Maintain contact with victim for the foreseeable future to see if any further incidents occur.
5. If further incidents have occurred, arrange meetings with both sets of parents and their children. Consider next steps.

Records will be kept of all incidents and of discussions with the children and parents concerned.

We hope that this Behaviour Policy will help to prepare our children to be thoughtful citizens and will enable them to develop responsibility, honesty, tolerance and fairness towards others.

Appendix 1.

WINGHAM PRIMARY SCHOOL SCHOOL RULES

Before School

- The main gate to the playground will be opened at 8.45am. We ask that pupils do not arrive before this time, but if they do, they must wait on the path leading to the gate entrance.
- Pupils may only play on the main playground before school. Ball games are not permitted except for one small ball in the designated quad area.
- Pupils are not to enter the school building before school without asking the adult on duty unless they have responsibility for the register, are attending an organised activity or need to deposit a musical instrument in the music room.

The Playground/Field

- Pupils may play with soft balls and small footballs in the designated areas.
- Pupils may use the adventure playground in line with the rota. When the field is in use, all children may use the adventure playground.
- Pupils are not permitted to play past the hut when on the field.
- Pupils are not to climb on anything except for the climbing wall and the adventure playground equipment.
- In the mornings, when the second, 9.00 a.m. bell goes pupils are to stand still in silence and wait until they are asked to go into class..
- At the end of other playtimes, pupils will stand still when the bell goes until they are asked to go into class. At this time, the duty teacher will tell the pupils to be silent and that the yellow book is now in operation. Pupils must stand in silence and walk to their classrooms quietly and sensibly. Pupils who are unable to do this after being reminded will have their name entered into the yellow book. They must then miss playtime on Friday morning and only have the extra 5 minutes.

In School

- Speak politely to everyone.
- Listen to others and expect to be listened to at appropriate times.
- Make it easy for everyone to learn.
- Keep the school clean & tidy so that it is always a welcoming place, of which we can be proud.
- During lesson times, move around the school sensibly and quietly.
- Assembly is a time for reflection and everybody should enter and leave in silence. Those who continue to talk after a reminder will move to the front and their name will be entered in the yellow book.
- In class, pupils must follow the class rules, which are developed collectively by the children and their class teacher at the beginning of the school year. Adults will give children a reminder and a warning before their name is entered into the class book (or equivalent) and an appropriate sanction enforced by the Class Teacher.

Appendix 2

ROLES AND RESPONSIBILITIES

The role of the Executive Head/ Head of School

- It is the responsibility of the Executive Head/Head of School 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 the Head of School to ensure the health, safety and welfare of all children and staff both within the school, or any school related, extended school activities or visits.
- The Head of School will support the staff by implementing the policy, by setting standards of behaviour, and supporting staff in the implementation of the policy.
- The Head of School keeps records of all reported **serious** incidents of misbehaviour (Red Book offences).
- The Head of School/Executive Head has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, which are not changed after a programme of support from staff, parents and other agencies, the Executive Head/Head of School may permanently exclude a child. These actions are only taken after the school Governors have been notified.

The role of the class teacher

- Teachers will discuss both the school and class rules with the children and use circle times to reinforce positive attitudes.
- Each class will have its own classroom code, agreed by the children. This will be displayed on classroom walls.
- All staff are made aware of the regulations in DfE circular 10/98 relating to section 550A of the Education Act 1996 regarding: The use of force to control or restrain pupils. They will only intervene physically to prevent injury to a child or adult, or if a child is in danger of hurting him/herself, or to protect property of the school or others. Training will take place on a regular basis.
- When needed, the class teacher, Head of School and SENCO will liaise with external agencies, (with parental permission), to support and guide the progress of each child.
- The class teacher will consult formally with parents in terms 2 and 4 when an honest report of the child's behaviour, attitudes and progress must be given. A written report will be given in term 6.

The role of the Governors

- The Governors will review the Behaviour Policy with the SLT and monitor behaviour regularly in Governor Meetings.
- The Governors should support the SLT and staff in implementing the Behaviour Policy.
- The Governors, with the SLT, will be responsible for decisions about suspensions or exclusions, or unresolved complaints and, if necessary, will liaise with the LEA. There will be a **right of appeal** to the Governors' Pupil Discipline Sub-Committee.

The role of parents

- The school collaborates actively with parents so that children receive consistent messages about how to behave at home and school and on school related outings.
- We expect parents to support their child's learning, to co-operate with the school as set out in the home-school agreement. We try to build a supportive discussion between the home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to reprimand a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, **the first point of contact is the class teacher**. If the concern remains, they should contact the Head of School. If these discussions cannot resolve the problem, the Governors should be contacted for a formal grievance or appeal process to be implemented. (*See the school Complaints Procedure*)

Outside Agencies

Within school, any problems relating to behaviour will be discussed with the class teacher, SENCO, and Head of School.

Information may need to be passed on to other agencies from which the school may need advice and support.

This may follow on from LIFT. Some behaviour, if extreme, will need to be carefully and fully documented.

At all times, parents will be kept informed of these processes.

Monitoring and Review

- The Senior Leadership Team (SLT) monitors the effectiveness of this policy on a regular basis. The Executive Head reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The Head of School keeps a record of any child who is suspended for a fixed term, or who is permanently excluded and reports to the Governing Body meetings, and to KCC and the DfE in mandatory annual returns.
- It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school pays particular attention to matters of racial, disability and gender equality. The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy may be improved.