



Whitstone Community Primary School

Behaviour Policy

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Whitstone C.P. School

Introduction

At Whitstone C.P. School we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way it enables all to reach their full potential, emotionally, socially and intellectually. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

Aims of the policy

- -To develop a moral framework within which children can mature emotionally and
- in which sound relationships can flourish.
- -To enable children to develop a sense of self worth, respect and tolerance for others.
- -To produce an environment in which children feel safe, secure and respected.

School Values

Responsibility

Resilience

Happiness

Respect

Ambition

Our School Rules

Care for everyone and everything

Achieve the best for ourselves and others

Work hard with a 'can do' attitude

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Listen and make the right choices

Engage and enjoy learning

Staff:

At Whitstone C.P. all staff take on the responsibility for encouraging good behaviour in all children in the school. To do this, members of staff at Whitstone C.P. School are expected to:

- set an example by their behaviour;

- convey high expectations to pupils;
- adopt a consistent and fair approach to behaviour management, treating all children equally, irrespective of gender, race, religion or disability;
- be alert to signs of bullying and racial harassment and deal firmly with it.
- deal sensitively with children in distress, listening to them and dealing with any incident appropriately;
- provide a stimulating, challenging and inclusive curriculum;
- implement rewards and sanctions in line with the school's behaviour policy, using positive approaches as much as possible;
- liaise effectively with colleagues, the SENCo, parents and other agencies if a pupil's behaviour is unsatisfactory;
- support other members of staff in maintaining good classroom management and show sensitivity to each other's needs and difficulties.
- develop and update effective classroom management strategies for dealing with a pupil's unsatisfactory behaviour, inside or outside the classroom, including the proper keeping of records.
- opportunities for children to become involved in decision making processes of the school;
- encourage children to have positive attitudes, develop their self-respect and nurture their self-esteem.

Please note: In this document the term 'staff', unless otherwise specified, refers to all those adults employed in any capacity within the school.

Children:

All Whitstone Learners are expected to follow the school rules :

We are **respectful learners** because we...

Care for everyone and everything

- value all members of the school community
- display good manners at all times
- display tolerance of others with different points of view and beliefs
- show respect for the school buildings, facilities and surrounding environment

We are **ambitious learners** because we...

Achieve the best for ourselves and others

- are willing to work to the highest level
- develop our talents to their full potential
- dream big dreams
- see the best in ourselves and others

We are **resilient learners** because we...

Work hard with a 'can do' attitude

- face challenges with a 'can do' attitude
- show self belief
- are flexible and able to adapt
- keep going even when it gets tough

We are **responsible learners** because we...

Listen and make the right choices

- are sensible and trustworthy
- take ownership of our own learning
- make good choices in our behaviour
- take responsibilities in our community

We are **happy learners** because we....

Engage and enjoy learning

- engage in learning and have a thirst for knowledge
- care for ourselves with healthy bodies and minds
- help to keep ourselves and others safe
- are creative in our learning

A variety of methods are used to encourage and support pupils to behave appropriately. These include:

- Effective classroom management;
- Sharing and promoting our School Rules;
- Delivering PSHE lessons & assemblies;
- Giving children responsibilities & the School Council;
- Giving children access to a range of visitors in school and to a variety of visits offsite;
- Rewarding good behaviour;
- Using sanctions;
- Supporting children with Special Needs;
- Working with outside agencies;
- Implementing the Anti-bullying policy.

Effective Classroom Management

Members of staff at Whitstone C.P. School adopt a wide range of approaches to manage behaviour effectively. Examples of good practice include:

- the use of praise;
- use of pupils' names;
- differentiating the curriculum, taking account of pupils' needs and interests;

- having clear routines in the classroom;
- seating plans;
- preparing well for lessons;
- providing a well organised learning environment;
- creating stimulating lessons;
- giving pupils responsibilities within the classroom;
- modelling standards of behaviour;
- ensuring school rules are displayed and referred to;
- consistently applying rewards and sanctions;
- effective use of eye contact.

School Council

The School Council is made up of representatives from each class and members are elected by their peers. At Whitstone C.P. School we believe that it is important for pupils to have a voice in the running of the school. Pupils will have the opportunity to discuss any issues arising from children's behaviour in school or on the playground. They will also be able to propose their ideas for altering or introducing new systems.

Visitors

The school works with outside organisations to support the children in understanding the importance of following rules and the consequences of breaking them. Organisations that we work with include: Cornwall and Devon Police, Child Line, The Fire Service and Cornwall Life Skills.

Rewards and Sanctions

Rewards

Whenever possible, staff at Whitstone C.P. School adopt a positive approach to behaviour management.

The school ethos promotes good behaviour and pupils will be rewarded for this. Rewards are used throughout the school. Awards may be given to the whole class, to groups or to individuals, and are given by all adults in the school. At Whitstone C.P. School these include:

Certificates

As a reward, recognised by the whole school, certificates will be awarded weekly during the assembly on Friday afternoons. Children will be able to receive a 'Star of the Week' certificate for outstanding work or attitude in school.

Sharing achievements

Recognition will be given to success of different kinds in assemblies or class time. The school acknowledges all the efforts and achievements of children, both in and out of school.

Displaying children's work

Pupils' work will be displayed as much as possible. Children's work will also be displayed on the school's website, newsletter and blog.

Praise from the head teacher

The head teacher will be available to praise individuals for pieces of good work or other actions which resulted in a wider benefit for the school. The head teacher may also choose to give a child a 'head teacher's award'.

Praise from staff

All staff will praise and encourage children as much as possible.

Lunchtime rewards

Lunch-time Supervisors will issue a Golden Ticket to children who demonstrate our Golden Rules for the lunch hall.

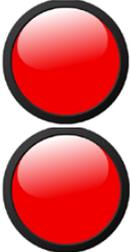
House points

At Whitstone C.P. School each child is assigned to a school house (children who come from the same family will be put in the same house). Children are awarded house points throughout the school day for demonstrating our school Values. Coloured tokens are collected throughout the school week in classrooms. Every Friday the total number of house points collected for the week will be shared in assembly.

Class rewards

Teachers in the school may also choose to devise rewards for their class. These reward systems link into the whole school reward systems.

	EYFS & KS1 Symbol	KS2 Symbol	Guidance
Step 1			All children start each day with their name on the sun. This is where children should aim to be. These children are being kind, showing good listening, behaving in the manner that is expected of them and are on task.
Step 2			Child moves their name onto the grey cloud or onto amber. This is a serious warning. This is to be used with persistent behaviour that falls outside of our school expectations. The child can place their name back on the sun or onto green when they make a positive change to their behaviour and the right choice.
Step 3			Should the child persist in displaying behaviour that falls short of our behaviour expectations, they will move their own name onto the thunder cloud or onto red (Once all of the other steps have been followed through consistently) – this is seen as a serious sanction and children will understand clearly the impact this has. Children moving to the thunder cloud or onto red need to

			<p>be given time for reflection and to think about the consequences of their actions in order for them to communicate clearly about why they have moved to the black cloud. This will take place within their own classroom, in a designated area, in view of the class teacher.</p> <p>If a child physically harms another person, they will move their name immediately to the black cloud and will pay-back a whole play time following the incident, supervised by the class teacher. This is an opportunity for the child to reflect on the choices that they have made.</p> <p>If the behaviour has taken place during playtime or lunchtime, this must be passed onto the class teacher for the steps to be carried out. If it is a deliberate action that causes hurt, they must be removed from the situation immediately.</p> <p>If a child is moved to the thunder cloud, the teacher must record with the date into the behaviour book and ensure they speak to the child's parent/carer that day. If it is not possible to speak to the adult at home time, telephone contact must be made.</p>
Step 4			<p>If a child is moved to the thundercloud or red twice in a week, the class teacher will set up a home/school diary system in order to address the behaviour and identify any trigger points, enabling them to cater for each individual and support the child.</p>
Step 5	Head Teacher referral		<p>After home/school diary system has been in place for a period of half a term and there has been no significant improvements in the child's behaviour then a referral to Mrs Mould should be made. A meeting will then be arranged with the child's parents/carers to discuss and plan further intervention.</p>
			<p>Excellent behaviour can warrant children moving to the rainbow or onto the gold star. A message will be sent home from the teacher.</p>

			<p>Exceptional behaviour and work can warrant a Head Teacher Award. This is a real privilege and should be treated as an outstanding achievement. EYFS & KS1 children will receive a head teacher award sticker. KS2 children will receive a personal message home from the head teacher.</p>
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Confiscating property:

The general power to discipline, enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully. Once an item is confiscated, the member of staff must make an effort to keep the property safe.

At Whitstone C.P. School an item may be confiscated from a pupil if it is:

- distracting the child from his/ her learning,
- is prohibited from being in school.
- is deemed to be inappropriate for a child.
- is illegal to be in a child's possession.

When an item has been confiscated members of staff will make every effort to keep the property safe. At the end of the day, parents will normally be asked to collect the confiscated item(s). However, in exceptional circumstances outside agencies, such as the police, may be contacted by the school.

Special Educational Needs

Members of staff at Whitstone C.P. School are encouraged to be aware of the children giving cause for concern and to identify the reason for misconduct. They should consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. No child should be considered a problem unless the frequency and intensity interfere with the effective functioning and enjoyment of normal social interaction. Having identified a child with persistent disruptive behaviour or withdrawn behaviour, the staff are encouraged to discuss strategies with the school's Special Needs Co-ordinator and to draw up suitable individual education plans to modify such behaviour (further details can be found in Whitstone C.P. School's Special Educational Needs Policy). When appropriate, members of staff may also work with outside agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.). From September 2017, the Bude Area Trust has employed a Behaviour Support worker to work with schools.

Restraint

In exceptional circumstances staff may need to restrain a child, for example when his/ her behaviour endangers themselves or others. The law allows staff to physically restrain a pupil using 'reasonable' force. The use of physical restraint will always be a last resort and when it is used staff actions will comply with Cornwall LEA's guidance.

Safeguarding

At Whitstone C.P School members of staff will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy.

See Whitstone C.P. School's safeguarding policy for further details.

Bullying

The staff and governors of Whitstone C P School are aware that occasionally bullying will occur within the school. They aim to minimise the possibility of bullying happening in the school through such good practice as good classroom management, a caring and stimulating environment and caring attitude towards each other.

All forms of bullying are unacceptable. A separate document, our “Anti-Bullying Policy”, sets out measures by which we aim to prevent and bullying among pupils and how we would deal with instances of bullying and cyberbullying.

Parents

Parents have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. 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. The school expects that parents will give their full support in dealing with their child's behaviour.

We ask parents:

- to make themselves aware of the school rules by reading and signing our home school agreement;
- to make their child aware of the school rules and encourage him/her to follow them;
- to keep us informed of behaviour difficulties they may be experiencing at home;
- inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family;
- inform us about their child's ill health and any absences connected with it.

The school will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school;
- giving parents regular constructive and positive comment on their child's work and behaviour;
- encouraging parents to come into school on occasions other than parents' evenings;
- keeping parents informed of school activities by letter, newsletter etc;
- involving parents at an early stage in any disciplinary problems;
- Making parents aware of the school's rules (eg. through Home/ School agreement, making the behaviour policy clearly visible on the school website etc).

Dealing with Inappropriate behaviour of parents, visitors and other adults in school:

Legal Duty (DMBC Law and Governance Department):

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents. Schools sit on land that belongs to the Local Authority, so only persons with the ‘right’ to be there, are allowed on the school premises. That ‘right’ is determined by the Headteacher and Governing Body. This can be extended to pupils, parents, staff, contractors and other workers and visitors, however, all persons

on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

Inappropriate behaviour:

This includes causing any kind of nuisance or disturbance, such as:

- Refusing to follow the reasonable instructions of staff; eg refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard.
- Being verbally aggressive, eg swearing, threatening or shouting at others on the premises, including other visitors to the site.
- Being physically abusive, eg taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.

How the school can respond:

1. Verbal warning – a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded.
2. The Police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.
3. Warning letter – serious incidents should be followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.
4. Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Headteacher can ban the person from the premises.
5. Legal proceedings –
 - a. Civil proceedings, compensation claims can be made by the school for compensation against any individual who has caused damage to the premises or any items owned by the school.
 - b. Injunction; if a person persistently enters the school premises without permission or authority, the school may seek an injunction from the courts prohibiting them from coming onto the premises.
 - c. Criminal proceedings via the Crown Prosecution Service.

Allegations Against Staff:

If a pupil was found to have made a false accusation against any member of school staff, appropriate sanctions would be implemented and the pupil's parents would be contacted. The nature of the sanction imposed would depend on the severity of the accusation, but serious malicious accusations could result in suspension or expulsion.

Further information:

Further information on the law and requirement for school behaviour policies can be found in:

'Behaviour and Discipline in Schools' document (DfES 2016):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463452/Behaviour_and_discipline_in_schools_guidance_for_headteachers_and_staff.pdf

Related policies:

This policy should be read in conjunction with the school's following policies:

Anti-Bullying policy

Special Educational Needs policy

Online-Safety policy
Equality policy
Safeguarding policy
Religious Education policy
Health & Safety

Review

It is intended that this policy document be reviewed regularly by the staff, parents and pupils. Any changes or additions made to this document will first have been approved by the Governors of this school.

DATE APPROVED:- July 2019

DATE OF NEXT REVIEW:- July 2022