

# WICKHAM CHURCH OF ENGLAND PRIMARY SCHOOL



## BEHAVIOUR POLICY

Wickham Church of England Primary School recognises its statutory responsibility to promote good behaviour, self regulation and respect, prevent bullying and ensure that pupils complete assigned work.

### Principles

Our school vision, our Christian Values, the promotion of positive learning values and the British Values underpin our Behaviour Policy. We seek positive relationships with all our parents and carers and wish to develop a shared approach, involving them and the wider community in the implementation of the school's policy and associated procedures. Our Behaviour Policy includes anti-bullying information. Bullying of any type will not be tolerated in our school and we believe it is everyone's responsibility to prevent it happening.

This policy is founded on our Governing Body's statement of principles for promoting positive behaviour (see Appendix 1). In developing strategies to uphold our policy, staff, governors, parents and carers have agreed the following principles:

- ☒ Every new day is a fresh start
- ☒ We celebrate good behaviour and positive attitudes
- ☒ We agree a Whole School Charter at the start of every academic year and each class agrees their own Class Charter
- ☒ We agree to demonstrate the school's values of love, courage and respect

This policy is distributed to all new staff, parents and carers and is published on the school website. The standard of behaviour expected from all our pupils is described in our Whole School Charter (see Appendix 2) which forms part of the home-school agreement which parents must sign following their child's admission to our school.

### Procedures to Promote Positive Behaviour

The procedures arising from our Behaviour Policy have been developed by the Headteacher in consultation with staff, parents, carers and children. Our procedures to promote positive behaviour will be consistently and fairly applied and will promote the responsibility of every member of the school towards the whole community.

## **Government Guidance on Behaviour and Discipline in Schools**

In devising our procedures we have adopted the following Government guidance (The Department for Education, Behaviour and Discipline in Schools, January 2016):

### *Powers to Discipline:*

- *Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).*
- *The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.*
- *Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.*
- *Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.*
- *Teachers have a power to impose detention outside school hours.*
- *Teachers can confiscate pupils' property.*

### *Punishment:*

*Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.*

### *Searching Pupils:*

*Power to search without consent for "prohibited items" 9 including:*

- *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; and*
- *any item banned by the school rules which has been identified in the rules as an item which may be searched for.*

### *Use of Reasonable Force:*

*Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.*

## **School Rules**

Through the development of a Whole School Charter, the following children's responsibilities form our rules:

- ☞ To try hard and do our best in school
- ☞ To allow others to learn
- ☞ To make sure we know the boundaries to play safely
- ☞ To represent the school's shared and Christian Values

To show perseverance and positive learning values at all times

## Rewards and Consequences

Our school ethos of high expectations and encouragement are central to the promotion of positive behaviour. Rewards and praise are motivational and can be used to model to all pupils that their good behaviour is valued. Verbal and non-verbal praise is personalised and used daily by all school staff to individuals and groups of pupils both on an informal and formal basis. We also encourage peer praise. In addition the following rewards are highlighted in the school's Promoting Positive Behaviour summary (see Appendix 3) which is displayed in every classroom and around the school:

- ☒ Positive praise linked to positive learning behaviours (see below)
- ☒ Stickers
- ☒ Written comments
- ☒ Learning Merits
- ☒ Certificates
- ☒ Headteacher's Award
- ☒ Star of the Week
- ☒ Share good news with parents or carers

## Praise for Positive Learning Behaviours

Our behaviour policy, is rooted in our positive learning behaviours that were agreed by the pupils and staff in Spring 2018. These are:

- ☒ Persevere
- ☒ Take risks
- ☒ Growth mind set
- ☒ Independence
- ☒ Ambitious

Each class has a learning tree in the class underpinned by the school values, love, courage and respect. When a child demonstrates a learning value, they receive a leaf with that learning value written on and why the child achieved it. This is pinned on the learning tree. The child also receives a leaf merit. At the end of every half term the leaves are collected and sent home to share with families.

## Consequences

Consequences may be necessary in responding to inappropriate behaviour. However, to enable pupils to change any misbehaviour, all staff must communicate to the pupil why the consequence is being applied and what the pupil must do to avoid future consequences, offering support and guidance as needed. The agreed school consequences system is highlighted in the school's Promoting Positive Behaviour summary:

1. Verbal reminder of expectations for low level disruption e.g. fidgeting, calling out, off task behaviours (wandering, chatting)
2. 2<sup>nd</sup> reminder: visual cue as to poor behaviour - name moved from green to yellow
3. No improvements: Early Years to be given time out in an area of their classroom; all other pupils to be sent for a time out to another classroom where they will complete a 'Think Sheet' (appendix 4)  
**This will go home to be signed by parents.** Parents will be spoken to either at the end of the day in person or by phone call from the class teacher.
4. No improvements: Go to member of the Senior Leadership Team. Parents will be spoken to either at the end of the day or by phone call from a member of the Senior Leadership Team.
5. No improvements: Go to Headteacher. Parents will be spoken to either at the end of the day or by phone call by the Headteacher.

This will apply at playtime and lunchtime as well to ensure a consistent approach throughout the school day.

If three think sheets have been completed within a half term, parents will be called in for a meeting to discuss behaviour and ways to improve this.

Any intended verbal or physical aggression toward a child, member of staff or visitor to the school, will result in children being removed from the environment, classroom or playground, immediately; a member of the leadership team and parents must be notified. The child will be excluded from that environment for the rest of the day, a period of time or for the following break/lunchtime, depending when the aggression took place. Extreme physical or verbal aggression will result in a period of exclusion from the school premises (see paragraph on exclusions below).

### **Power to Discipline beyond the school gate**

If an incident of misbehaviour occurs during any school organised activity, during transport on the school bus or educational visit then the teacher in charge (as nominated by the Headteacher) will follow the school's Behaviour Policy. In addition, the school will also apply its Behaviour Policy to any misbehaviour reported to the school if the incident involves a pupil:

1. travelling to or from school
2. wearing school uniform or in some other way identifiable as a pupil at the school
3. posing a threat to another pupil

or

4. the behaviour could have repercussions for the orderly running of the school and could adversely affect the reputation of the school

In these circumstances the school would contact the pupil's parents and carers to discuss the reported behaviours.

\*If behaviour on the bus is unacceptable, a letter will be sent home and think sheets will be given to be completed at home.

### **Bullying**

We understand that bullying is repeated deliberately hurtful behaviour. Our children are familiar with the description: STOP – Several Times On Purpose.

Bullying is a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully and we understand that bullying can occur through several types of anti-social behaviour. This includes prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. It can be:

- a) Physical: A child can be physically punched, kicked, hit, spat at, etc.
- b) Verbal: This can take the form of name calling or harassment.
- c) Exclusion: A child can be bullied simply by being excluded from discussions/activities.
- d) Damage to Property or Theft: Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.
- e) Indirect: Pupils can spread unpleasant stories about someone else.
- f) Non-verbal: A child can be bullied through gestures.
- g) Cyber-bullying: Pupils can be bullied by sending intimidating texts, emails or instant messages.

### **Anti-Bullying Procedures**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

If bullying is suspected we will:

- a) Talk to the suspected victim, and any witnesses.
- b) Identify the bully and talk about what has happened, to discover why they became involved, making it clear that bullying is not tolerated at our school.
- c) Apply appropriate Consequences in line with the school Behaviour Policy and record the bullying incident using the bullying record form.

- d) Continue to investigate if the suspected bully does not own up, and if it is clear that they are lying, continue with the procedure.
- e) Support and empower children to resolve the conflict and understand their role in the issues.
- f) Establish an agreement between the children where needed.
- g) Inform parents and carers of the victim and the bully to explain what action has been taken.
- h) Follow up with further discussions with individuals as and when appropriate.
- i) Continue monitoring the situation to ensure no repetition.

### **Pupil Support Systems**

The needs of children with behavioural problems dealt with in the same way as those of pupils with any other individual needs, the same process of identifying the problems and then devising strategies to overcome them are used. All staff should consider whether pupils displaying continued disruptive behaviour may have unmet educational or other needs.

All staff are vigilant and consider whether the behaviour patterns of any pupil gives them cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff follow the schools' Child Protection and Safeguarding Policies.

### **Teaching Good Behaviour**

Staff manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity. Our Personal, Social, Health and Citizenship curriculum and work on values promote key skills and provide opportunities for children to develop positive behaviours.

### **Allegations of Abuse Against Staff**

Allegations of abuse must be taken seriously. We ensure we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. We make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension is not used as an automatic response when an allegation has been reported.

Any reported allegations of abuse of a pupil by a member of staff should be reported to the Headteacher. If an allegation is reported, the Headteacher will conduct an investigation in line with the Hampshire Children's Services' policy for dealing with such matters. This will include ensuring that there are measures to protect the child or children concerned and appropriately support the member of staff. In line with Department for Education recommendations, disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.

### **Exclusions**

The head teacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Following the exclusion, the parents or carers of the child and the child will be expected to attend a meeting with the Head teacher to support the re-integration of the child back into the school.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Policy written by the Headteacher – Helen Castle September 2018

Based on Hampshire Children’s Services Model Policy (2012) written to comply with the Education Act 1996, School Standards and Framework Act 1998, Education Act 2002, Education and Inspections Act 2006, Education Act 2011 and DfE guidance ‘Behaviour and discipline in schools - A guide for head teachers and school staff’ (2016)

Agreed by staff: September 2018 \_\_\_\_\_

Agreed by governors October 2018: \_\_\_\_\_

## Appendix 1



### The Governing Body of Wickham Church of England Primary School Statement of Principles to Promote Positive Behaviour

We acknowledge that effective teaching promotes positive learning behaviours and positive behaviour promotes effective learning.

Our key principles for promoting good behaviour are:

- behaviour management policy and practice that are consistently applied by all staff in the school
- embedding of the school's values of love, courage and respect
- understanding of the British Values in relation to behaviour of all
- rewards and Consequences that are fair and relevant to pupils' ages, and agreed by all staff
- effective support for pupils with identified behavioural difficulties so that they do not disrupt the learning of others
- an effective partnership with parents and carers in order to ensure they support the school in promoting and sustaining good behaviour



Wickham Church of England Primary School



# Home and School Charter

## Children's Responsibilities

- ☞ To try hard and do our best in school
- ☞ To allow others to learn
- ☞ To represent the school's Christian Values
- ☞ To make sure we know the boundaries to play safely
- ☞ To show perseverance and growth mindset at all times

## Staff Responsibilities

- ☞ To challenge children and offer exciting learning opportunities
- ☞ To make sure everyone feels safe in our school
- ☞ To represent the school's Christian Values
- ☞ To provide opportunities to develop our talents
- ☞ To foster growth mindset at all times

## Parents and Carers' Responsibilities

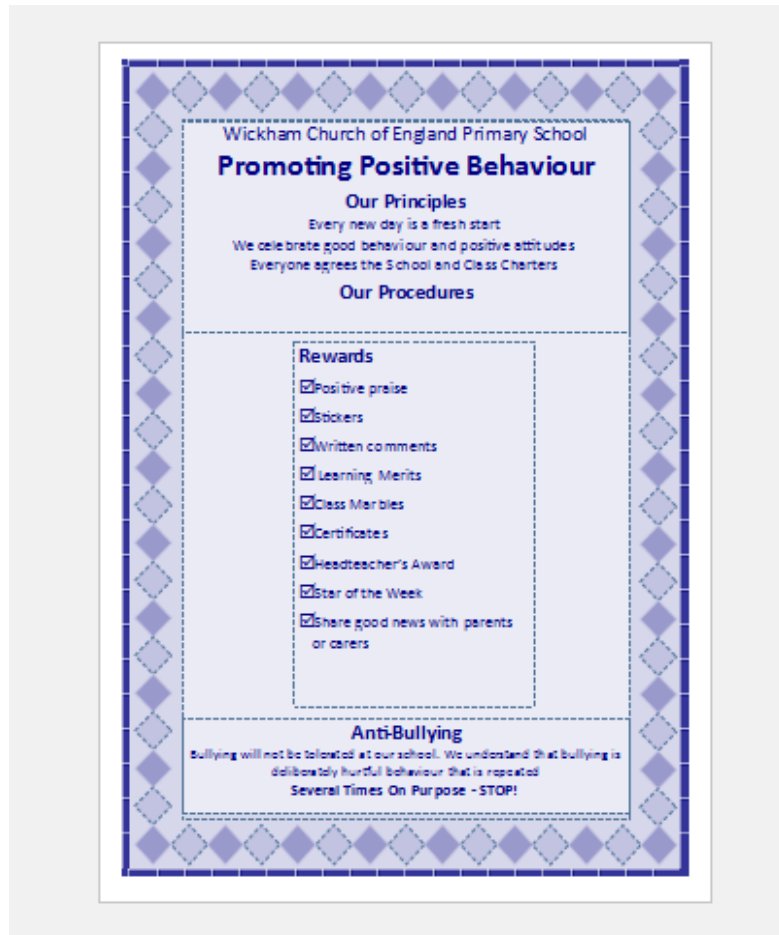
- ☞ To take time to work with children at home
- ☞ To ensure children attend school and arrive on time
- ☞ To encourage learning through positive relationships with the school
- ☞ To share concerns with school
- ☞ To provide a safe and loving home environment
- ☞ To encourage a healthy lifestyle at home

Signed by child: \_\_\_\_\_

Signed by teacher: \_\_\_\_\_

Signed by parent: \_\_\_\_\_







Wickham Church of England Primary School  
KS1 Behaviour Think Sheet



Incident.....

Reported by..... On.....during Playtime/Lunchtime/Lesson

Consequence.....

How did you feel when you broke the rule?

Happy	Sad	Angry	Shocked

Which rule did I break?

I hurt someone	I didn't complete my work	I said something to hurt someone	I left the classroom

How do I think my teacher felt when I broke the rule?

Happy	Sad	Angry	Shocked

What could I do next time?

Tell a teacher	Go to our class safe space	Walk away	Sit nicely, listen and learn

Child..... Class.....

Signed by parent.....

Please discuss this with your child and then return to school. Thank you for your continued support.



Wickham Church of England Primary School  
 KS2 Behaviour Think Sheet



Incident.....  
 Reported by.....On.....during Playtime/Lunchtime/Lesson  
 Consequence.....

The Incident

What was heard



What was seen



What was told

Taking Responsibility

What rule was broken?



How did I feel?

What would I do next time?

What did I do well?



Child.....Class.....

Signed by parent.....

**Please discuss this with your child and then return to school. Thank you for your continued support.**