

Whitwick St. John the Baptist C.E. Primary School

Behaviour Policy

Agreed by Staff: December 2018
Agreed by Governors: December 2018

Signed (Chair): _____ Date: _____

Aims

- To create an environment which encourages and reinforces a high standard of behaviour for learning.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. As a Church of England Primary School, it is essential that forgiveness and reconciliation play a central role in the approach to behaviour in our school.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote through example, effort, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

Having a good attitude and the correct behaviour for learning is an important part of school life. We expect all children and adults to show respect to each other. The majority of children come to school every day and do exactly what is expected. We work on the principle that good behaviour and hard work is rewarded. Unacceptable behaviour or lack of effort will result in loss of break or lunchtime.

In lessons, children are expected to listen to and follow instructions and work hard. Work should be completed in a way which does not disturb others. Disruptive behaviour such as talking while teaching is taking place is not acceptable. If a child demonstrates behaviour which is not acceptable the Behaviour Code (see appendix) will apply.

Playtimes should be a relaxing and pleasant time for all. Children who show kindness, helpfulness or any other positive actions above those expected will receive praise from the supervisors who may inform the class teacher and a reward may be given. Likewise if any problems occur, information is passed on – usually verbally to the class teacher for further investigation. The teacher will investigate what happened and make the appropriate decision. Depending on the severity of the incident the Deputy Head or Head Teacher may become involved and if it is felt appropriate contact parents. Lunchtime supervisors record any incidents or issues in a book.

If a child shows persistent behaviour problems support will be sought from a variety of sources e.g SENCo, Educational Psychology Service, Forest Way School, ADHD Solutions. Behaviour management programmes will be put in place and a log of behaviour recorded. Individual children may have a personalised behaviour plan which allows for smaller regular rewards rather than Golden Time. Parents will be involved in this process. It is the policy of the school to contact parents only when significant behavioural issues have occurred, not minor issues which are dealt with by school staff.

We have a trained Emotional Literacy Support Assistant and a safe space (the NEST) where children may receive one to one or small group support. Alternative provision is also available such as gardening or looking after the chickens.

In cases of extreme behaviour the safety of the children is the priority. It may be that the rest of the class needs to be removed quickly from the room. Members of staff who have had appropriate training are called if it is felt necessary to safely handle a child to remove them to a safe space. There are some occasions where parents will be contacted and may be asked to collect their child for a fixed term exclusion. If a child demonstrates aggression or violence towards an adult, for example kicking, hitting, spitting or biting, parents will be informed immediately and the child withdrawn from the class.

Any incident where a child has to be physically handled will be recorded on the CPOMs system

Children who are known to present with challenging behaviour will have a personal risk assessment completed (appendix 7)

All incidences of verbal or physical abuse should be reported to the Headteacher or Deputy Head.

Staff will be trained in handling children with emotional and behavioural difficulties so that appropriate management techniques can be applied. It is important that any staff verbally or physically assaulted or having to manage a child presenting with significantly challenging behaviour are given time to debrief and that care is given to secondary trauma.

If all recommended strategies fail to have a positive impact on the behaviour of a child the exclusion policy will be brought in to use. All options including 'Managed Move' interventions will be tried prior to permanent exclusion which will be the last resort.

Appendices:

1. Behaviour code.
2. Guidelines for children for playtime.
3. Guidelines for staff on playtime duties.
4. Ten guidelines for effective behaviour management.
5. Policy on exclusions of pupils from school.
6. Guidance on Use of Reasonable Force
7. Personal risk assessment
8. Record of positive handling (Paper Copy with ELSA)

Behaviour Code

To keep our school a happy and friendly place where we can all learn and play together

Rewards:

You will earn team points if you...

- Complete all work on time and to the best of your ability
- Ask and answer questions
- Work and play co-operatively
- Show good manners
- Be kind, respectful and helpful

Sanctions:

If you are not behaving in a way that helps you and your classmates to learn in school you will be given a clear warning. You will be given the chance to change your behaviour. If you choose not to the following will happen:

Firstly you will not earn your team point for the day

1 strike may be given

For each strike you will spend the following break time or part of lunchtime with Mrs Noon or Mr Swales reflecting on your actions.

3 strikes in a week means Mrs Noon and your class teacher will consider whether a behaviour plan is necessary.

4 strikes- Mrs Noon will contact your parents.

More than 4 strikes will result in further appropriate action e.g an internal exclusion from class or at lunchtime. This means spending the time working outside Mrs Noon's office.

If your behaviour is consistently poor you may not be allowed to take part in activities such as trips, residential visits or other events.

Other rewards and incentives may be offered. These are earned, not an entitlement.

Strikes for anything other than aggression /violence may be bought back by extra effort with homework.

Positive Behaviour at Play and Lunch Time Guidelines for Children

During Dry Weather

- Arrive at school no earlier than 8.30 a.m.
- The whistle will be blown after play and after lunch. Stand quietly and still.
- When the second whistle blows, walk quietly to your position on the playground.
- Come into school, hang up your coat, go to your learning area.

During Wet Weather

- Come into school at 8.30 a.m. take off outdoor clothes and quietly settle into your area
- At morning play, stay in your own area
- You may use the activities that have been agreed with your teacher. Enjoy them quietly during play
- Adults will be on duty in each area
- Pack away quickly and tidily at the end of playtime
- At lunch times, apart from eating in the dining hall, stay in your learning area, unless told otherwise
- When the lunchtime supervisors ask you to pack away, tidy the area and be ready for the register

Guidelines for Staff on Playtime Duties

Dry Weather Conditions

- Duty staff to be on playground for 8.30 a.m.
- All other staff to be ready to receive children
- Whistle to be blown, after play and lunch time. Children stop and stand still
- Second whistle to be blown, when children move smartly to their line on the playground

Duty staff to ensure that the system works and all children are safe.

Children needing first aid support to be sent to duty First Aider.

Wet Weather Conditions

- Children come into school at 8.30 a.m. and quietly settle into learning areas
- At morning playtime, children stay in their own learning areas
- Teaching staff organise activities for children (games, books, jigsaws, comics, scrap paper, crayons) and leave them all occupied before leaving the area with an adult in place.
- Children follow agreed wet play rules
- Children are supervised by adults
- At lunch times similar principles apply – when children finish eating, they return to their learning areas
- Lunchtime Supervisors distribute 'wet play activities' (as for playtime) and supervise all children in the mobiles and main building
- Teaching staff to ensure lunchtime supervisors are aware of wet lunch time activities and storage arrangements
- Lunchtime Supervisors on lunch duty to regularly walk around all learning areas ensuring an acceptable noise level and controlled behaviour
- Lunchtime Supervisors to supervise the packing away of activities, tidying of learning area with children and leaving children ready for afternoon registration.
- Teachers will need to set classrooms out on those days when children go out half way through a wet lunch.

Ten Guidelines for Effective Behaviour Management

- 1. Establish a friendly, positive, supportive relationship with the pupils in your care.**
- 2. Make sure, whenever possible, that pupils are doing purposeful activities that they enjoy.**
- 3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.**
- 4. Try to identify when behaviour problems are likely to arise and where possible, try to divert or modify the pupils' behaviour before there is a need to discipline them.**
- 5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.**
- 6. Know our sanctions and use them consistently**
- 7. Always remain calm when you speak to pupils**
- 8. Avoid humiliating a pupil**
- 9. Avoid the use of sanctions when support strategies will suffice. For example when a pupil behaves inappropriately, he or she is given an opportunity to calm down. Once the pupil has calmed down you can discuss, in a calm and rational way, what went wrong and how the pupil could avoid or resolve the problem in the future.**
- 10. Use our monitoring, report and behaviour referral systems so that staff can support each other in addressing the individual pupil's behavioural needs and the needs of the whole school.**

POLICY ON THE EXCLUSION OF PUPILS FROM SCHOOL

The Governors and staff of Whitwick St. John the Baptist C.E. Primary School are committed to maintaining an orderly and effective learning environment, positive relationships, personal safety and a fair disciplinary system for all children.

Exclusion of children from school will only occur where our strategies within the Positive Behaviour (Discipline) Policy have been unsuccessful or are inappropriate and where, in the Head Teacher's judgement, allowing a child to remain in school would be seriously detrimental to the education, safety or welfare of the pupil or others at the school.

Only the Head Teacher is legally empowered to exclude a child from school (or, exceptionally, a member of the Management Team acting in Head Teacher's absence).

The Head Teacher will only consider exclusion when all the relevant facts have been carefully considered and a firm case for such action established.

The Governing Body will carefully monitor and review the use of exclusion within the school as part of its evaluation of the overall effectiveness of the school procedures for maintaining effective discipline within Whitwick St. John the Baptist C.E. Primary School.

Procedures for Excluding Pupils from School

The procedures applied where exclusion of a pupil becomes necessary will always conform to the current requirements of DfES.

Appeals

An appeals procedure exists for parents who wish to make representations concerning the decision to exclude. A Panel of Governors will hear all such representations.

This policy has been formally adopted by the Governing Body of Whitwick St. John the Baptist C.E. Primary School. It will be reviewed by a member of the Management Team and the Governing Body no later than two years from the date of the signature below.

SignedDate.....
Chairman of Governors

Please see separate attachment for appendix 6



Pupil Specific Risk Assessment

Name	
DOB	
Date of Assessment	

Hazard/Behaviour	Opinion Known	Deliberate Accidental Involuntary	Seriousness Of Outcome A	Probability Of Hazard B	Severity Risk Score
	O/K	D/A/I	1/2/3/4	1/2/3/4	A x B
Harm to Self					
Harm to Peers					
Harm to Staff					
Damage to property					
Harm from Disruption					
Criminal Offence					
Harm from Absconding					
Other Harm					
Other Harm					

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring psychological support/treatment, or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The Risk of Harm is persistent and constant
3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

Now complete the Risk Management Plan overleaf

Risk Management Plan

Name	Class	Date	Review Date
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Photo	Potential Triggers / Key Themes
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What we want to see	Strategies to maintain
First signs that things are not going well	Strategies to support
Where this behaviour leads next	Strategies needed
What we are trying to avoid	Interventions necessary

Signature of School rep..... Date

Signature of Parent / Carer.....Date