

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

## Behaviour Policy



### Grow, Achieve, Bloom, Repeat

This vision is based on the Parable of the Sower from Matthew 13 1-23

*'...Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown.'*



Agreed by Staff:

Agreed by Governors:

Signed (Chair): \_\_\_\_\_ Date: \_\_\_\_\_

# **Behaviour Policy**

## **Vision, Ethos & Aims**

### **Our Whole School Vision**

#### **Grow, Achieve, Bloom, Repeat**

This vision is based on the Parable of the Sower from Matthew 13 1-23

*'...Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown.'*

The parable tells us that the good soil represents the word of God. As a school, we provide the good soil, the water, the sun and the space that seeds need in order to grow and bloom.

At Whitwick St John the Baptist our approach to all elements of school life, including behaviour, are underpinned by our vision. The vision is underpinned by our 'Root Christian Values' of Respect, Trust, Honesty, Kindness, Love and Tolerance.

### **Our Whole School Aims**

- **Grow:** to provide a school community built on the foundations of our 'Root Christian Values', within which the children feel safe, welcome, included, challenged and nurtured and where they can grow personally, academically, socially and spiritually.
- **Achieve:** to provide a relevant, creative and exciting curriculum where all learners achieve their full potential within our Christian community and are prepared for their future.
- **Bloom:** to ensure that success and difference is celebrated.
- **Repeat:** to ensure that children become lifelong learners and responsible citizens, with the understanding that effort leads to improvement and ultimately the feeling of success.

### **School Vision & Ethos for Behaviour**

As outlined in our whole school aims, we believe that children 'grow' when they feel safe, welcomed, included, challenged and nurtured. We believe that our approach to behaviour, underpinned by our Christian Ethos, creates a culture of exceptionally good behaviour that provides the environment to 'grow'.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline rather than just compliance.

As a Church of England Primary School, forgiveness and reconciliation play a central role in our approach to behaviour.

## **Aims**

As a school we should aim to:

- Create an environment based on mutual respect, kindness and trust which encourages and reinforces a high standard of behaviour for learning;
- Define acceptable standards of behaviour;
- Encourage consistency of response to both positive and negative behaviour;
- Promote self-esteem, self-discipline and positive relationships.
- Build a community which values kindness, care, good humour, good temper, obedience and empathy for others;
- Ensure that the school's expectations and strategies are widely known and understood;
- Encourage the involvement of both home and school in the implementation of this policy.

As adults we should aim to:

- create a positive climate with high but 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.
- Apply the guidelines set out in 'Effective Behaviour Management Guidelines' (Appendix 1)

## **Behaviour**

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. We also work on the basis that every day is a new day with a fresh start.

### **Positive Behaviour**

The emphasis is on a positive approach of encouragement and praise. Teachers use whole school and class rewards, including 'House Points'. All staff can send pupils to the Headteacher, Deputy Headteacher or another teacher to acknowledge good behaviour or work. All children will start each day with the premise that they will earn a 'House Point' for following the general expectations set out by class teachers. Once a child reaches 30 'House Points', they will be presented with a 'Rocket' certificate in Friday Celebration Collective Worship by either the Headteacher or Deputy Headteacher.

Children may earn additional 'House Points' if they...

- Complete all work on time and to the best of their ability;
- Ask and answer questions;
- Work and play co-operatively;
- Show good manners;
- Demonstrate the school's 'Root Christian Values'.

### **Minor Inappropriate Behaviour**

These behaviours will normally be handled by the class teacher, support staff or lunchtime supervisors:

These may include:

- Persistent inappropriate talking/calling out or interrupting/wasting lesson time;
- Not following instructions – eg. place in the classroom/entering the building at play/lunch time without good reason;
- Spoiling the classroom environment;
- Play fighting;
- Minor rudeness towards other children.

The member of staff will follow the following steps:

1. Non-verbal warning
2. Verbal warning – at this point the undesired behaviour will be made explicit. The child will be encouraged and supported to reflect on the impact of their behaviour.
3. Move to time-out within classroom or on the playground. The daily 'House Point' will not be earned at this point.

### **Major inappropriate behaviour**

These behaviours, which include persistent repetition of any inappropriate behaviour, will normally be handled by a member of the Senior Leadership Team.

These may include:

- Persistent minor inappropriate behaviour or disruption during lessons (despite steps within behaviour procedures being followed);
- Deliberately ignoring adults, rudeness to adults or persistently refusing to follow their instructions;
- Putting themselves or other children at risk due to significant Health and Safety issues;
- Physical or violent abuse of another person, child or adult, staff member or visitor to the school or fighting;
- Any prejudice, discrimination or extremist views including derogatory language;
- Vandalism or theft;
- Any drug related issue;
- Bullying (please refer to our Anti-Bullying) policy.

All major incidents will be investigated by the class teacher and/or a member of the Senior Leadership Team.

The class teacher and/or a member of the Senior Leadership Team will follow the following steps:

1. Strike given (some missed break or lunchtime) to provide the child with the opportunity to debrief and reflect on their behaviour with a member of the Senior Leadership Team.  
\*If a strike is given for persistent minor issues in the afternoon, then a member of the Senior Leadership Team will be informed so that it can be dealt with on the same day.
2. If a child receives three strikes within a week, their parent will be contacted by either the class teacher, Deputy Headteacher or Headteacher.
3. More than 3 strikes will result in further appropriate action e.g an internal exclusion from class or at lunchtime. This means spending the time working outside the Headteacher's office.
4. At the discretion of the Headteacher or Deputy Headteacher, it may be felt appropriate that a child does not partake in part or all of a whole class reward or extra-curricular activity due to perceived poor behaviour resulting in a risk to the safety of the child or others.

### **Further Support**

Inappropriate behaviour is often a form of communication. If a child shows persistent inappropriate behaviour, support will be sought from a variety of sources such as: SENDCo, Educational Psychology Service, Forest Way School and 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; breaking down the expected standard and enabling them to experience success. Parents will be involved in this process.

It is the policy of the school to contact parents only when significant behavioural issues have occurred and not for 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, Forest Schools and caring for 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. It may be necessary to safely handle a child to remove them to a safe space. Any action taken will be in line with the DFE's 'Use of reasonable force in schools' document (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Extreme or repeated violence or racist/sexist/homophobic abuse may result in temporary or permanent exclusion (appendix 3).

Any incident where a child has to be physically handled will be recorded on the CPOMs system and reported in the number and bound book.

Children who are known to present with challenging behaviour will have a personal risk assessment completed (appendix 4).

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

If all recommended strategies fail to have a positive impact on the behaviour of a child the exclusion policy (appendix 3) 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.

### **Monitoring and evaluation of the behaviour policy and procedures**

The behaviour policy and procedures will be monitored by the DHT termly. Any patterns in behaviours or sanctions will be discussed with the Headteacher and if relevant other members of SLT eg. SENDCo. The policy will be reviewed in line with the school's review cycle. Staff and pupils will be consulted during the review period.

### **Appendices:**

1. Ten guidelines for effective behaviour management.
2. Whole school behaviour procedure
3. Policy on exclusions of pupils from school.
4. Personal risk assessment

## Appendix 1

### **Ten Guidelines for Effective Behaviour Management**

1. Establish a friendly, positive, supportive relationship with the pupils in your care. Welcome them by name each day.
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 use the behaviour policy.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know our behaviour system and use it 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.

## Appendix 2

### Whole school behaviour procedure

Behaviour step	Intervention wave	CPOMS	Actions
1 Non verbal strategies	Wave 1 (Quality 1 <sup>st</sup> teaching)	None	Ensure child understands the non verbal signals (eg. facial expressions)
2 Verbal – Desired behaviour made explicit verbally, child referred to by name	Wave 1	None	Ensure desired behaviour is made explicit and reflects the class rules.
3 Time out in class, move to a different seat	Wave 1	None	Ensure desired behaviour is made explicit. Ensure the work is accessible and (further) differentiation is not needed. <b>House point will not be earned – this may have happened previous to this step – CT discretion.</b>
4 Time out in a different class	Wave 1	Yes CT to add action and tick 'Time out in designated class'	<b>Strike given</b> – Child to go to Head or Deputy at break or lunch. CT to ensure that the child is clear on the reason for the strike.
	Wave 2 (Additional school support required)	'Behaviour chart introduced'. and / or 'SENCo involvement' Include short description of incident. SENCo will add additional information if used.	If a child is reaching this stage more than once a week then CT needs to be pro active in seeking further information / background about the child. Speak to previous CT / LSA / TA / ELSA / SENCo to gain insight. CT to initiate behaviour chart, ensuring targets are positive and clear. CT to request support from SENCO / DHT if required, this could be an observation of the child or SDQ For some children a home link book may also be required.

<p><b>5</b>  <b>Time out of classroom</b>  <b>Send an adult to get a member of the Leadership Team, they will remove the child and take them with their work up to storytelling corridor for the remainder of the session.</b></p>	<p><b>Wave 2</b></p>	<p><b>Yes</b>  <b>CT to add action and tick 'Time out with SLT'</b>  <b>Include short description of incident.</b>  <b>If positive handling techniques have been used, then the SLT member will also report this and tick 'Positive handling used' and added to the number and bound book.</b></p>	<p><b>Parents to be informed by the CT at the end of the day.</b>  <b>By Step 5 it would be necessary for the Head or Deputy to decide if or when the child will return to their classroom. If they return the procedures should be reset and should start again at Step 1, however, progression through the steps should be accelerated if the child is demonstrating little effort / commitment to their work / not able to access the classroom environment.</b></p>
	<p><b>Wave 3 (outside agencies accessed)</b></p>	<p><b>Yes</b>  <b>SENCo to add action 'Outside agency involvement'</b>  <b>Details to be recorded in the report.</b>  <b>SENCo to tick 'internal assessments'.</b></p>	<p><b>SENCo will now lead. If a child is getting to this stage more than additional support will be sought eg. a Team Around the Child (TAC meeting), Forest Way outreach, school nurse referral or family support worker.</b>  <b>Following this support an Individual Behaviour Plan (IBP) will be implemented. At this point the SENCo will completed some internal assessments eg. SDQ / Boxall.</b></p>
<p><b>6</b>  <b>Internal exclusion / Fixed term exclusion</b>  <b>Extreme behaviour e.g</b>  <b>Violence towards staff or peers.</b>  <b>Repeated verbal aggression towards staff.</b>  <b>Excessive damage to school property.</b></p>	<p><b>Wave 3</b></p>	<p><b>Yes</b>  <b>Headteacher to add action 'Internal exclusion' OR 'Fixed term exclusion'</b></p>	<p><b>The Head will decide on course of action based on behaviour.</b>  <b>All exclusions will be confirmed with parents both verbally and in a letter. A copy of the letter will be uploaded onto CPOMs.</b>  <b>Following the exclusion an IBP will be implanted if one is not already in place. This will be shared with parents.</b></p>

## Appendix 3

### **Policy on the Exclusion of Pupils from School**

The Governors and staff of Whitwick St John the Baptist CE 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.

Signed .....Date.....  
Chairman of Governors

Please see separate attachment for appendix 6

## Appendix 4

### 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					

<b>Seriousness</b>	
<b>4</b>	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring psychological support/treatment, or critical property damage
<b>3</b>	Foreseeable outcome is hospitalisation, significant distress, extensive damage
<b>2</b>	Foreseeable outcome is harm requiring first aid, distress or minor damage
<b>1</b>	Foreseeable outcome is upset or disruption
<b>Probability</b>	
<b>4</b>	The Risk of Harm is persistent and constant
<b>3</b>	The 'Risk of Harm' is more likely than not to occur again
<b>2</b>	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
<b>1</b>	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

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

**Signature of School rep..... Date .....**

**Signature of Parent / Carer.....Date .....**