

West Pennard C of E Primary School

Behaviour Policy

September 2020

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Headteacher

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Review date: September 2021

WEST PENNARD C OF E PRIMARY SCHOOL

BEHAVIOUR POLICY

Our school vision...

**'Since God so loved us, so we must love one another'
(1 John 4 v11)**

Valuing our Christian foundation, we care for each other and our world.

We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum; inspiring and motivating everyone to thrive.

Our motto, 'To Try is to Triumph' and growing Christian Values, are central to all that we do.

We link this policy with our Christian values of:

- ❖ **Truthfulness**
- ❖ **Compassion**
- ❖ **Friendship**
- ❖ **Thankfulness**
- ❖ **Respect**
- ❖ **Forgiveness**

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property).
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour, which includes online bullying, and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To ensure the safety of all stakeholders in the school by having a robust behaviour policy and clear response to actions that contravene Covid-19 secure procedures.

These aims have been written to reflect our ethos statement which was updated in conjunction with all stakeholders: NB: This is on display throughout the school.

Code of conduct

- All members of the school community are asked to respect each other.
- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are asked to be well-behaved, well-mannered and attentive.
- Children should walk when moving around school.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation nor cyberbullying. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language must not be used.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause harm to another child.
- Children should wear the correct school uniform.
- *Trainers, unless they are plain black, must not be worn to school. Hi-top trainers are not permitted. High heeled shoes must not be worn.*
- *Socks must be black, grey or navy (boys) or socks and tights must be black, grey, navy or white (girls).*

- Jewellery is not allowed, including bracelets, necklaces and rings. Only stud earrings are safe. Make up and nail varnish should not be worn.
- We advise that all long hair is tied back to help avoid the recurrent 'nit' problem. Unusual hairstyles eg shaved hair/patterns, gelled 'Mohican' style and dyed hair is not permitted.
- Skirts must not be too short (just above the knee) or tight to allow for movement.
- Trousers should not be 'jean style' or be skin tight.
- We expect children to wear correct PE kit.

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

All staff promote positive behaviour through the giving house points to each team or individually. Special 'golden house points' are given to children that demonstrate aspects of the schools Christian Values and are worth 5 team points. We also use a range of stickers and class reward systems which are tailored to the needs of the class.

Lunchtime Supervision

At lunchtime, the teaching assistants and lunch staff carry out supervision. They can refer to a member of the senior leadership team or the class teacher if necessary. The lunch staff remind the children of the standard of behaviour that is expected.

Repeated minor problems may result in the child being asked to complete a task. This usually takes the heat out of situation. We encourage that the lunch staff are treated with the respect expected by all adults at West Pennard School. Verbal or physical abuse will not be tolerated. Persistent or serious misbehaviour at lunchtime is brought to the attention of the senior leadership team and the class teacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child may be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion. We have a list of playground rules which are updated annually and are on display in the playground.

Whilst undertaking procedures due to the Covid-19 pandemic the children are being arranged into year group bubbles and the playground and field are divided as such to provide designated areas for play. As such the penalty for repeated minor problems may not be practicable and may instead take the guise of time out near, but socially distanced from the adult assigned to the bubble. For more persistent behaviour, as detailed above, the loss of privileges and playtimes could be delivered in the classroom, if appropriate, or by having to 'sit out' of their bubble in the gulleys provided as walkways between. If needed, and if the child can not be sanctioned on the playground in this way, the area outside the front office should be used, however only by children from the same bubble and as a last resort. The medical room in the office must not be used.

Covid Specific Procedures

Children will be reminded of the principles and procedures relating to the school's response to Covid-19, as set out in the staff handbook and also those relating to the classroom setting as directed by the class teacher / teaching assistant.

Repeated and deliberate breaking of these rules will result in a loss of privileges and / or playtimes. Serious breaching of the rules that would unduly put someone at risk will result in parents being informed. This will be followed, if necessary, by permanent exclusion.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parent's Evenings, meet the teacher sessions, parent functions and by developing informal contacts with the school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff deal with behaviour problems patiently and positively.
- By supporting the principles of the school's procedures for dealing with Covid-19 and talking them through with their child(ren)

We accept that when discussing issues concerning their children's progress, attainment, behaviour or social and emotional concerns, parents may be anxious and upset. However, staff have the right to be spoken to in a calm and respectful manner. Any parent or carer who becomes verbally or physically aggressive will be asked to leave and the meeting terminated. The Headteacher will then contact the parent or carer to

convene a meeting at a mutually convenient time to attempt to resolve the difficulties. As an ultimate sanction the Headteacher has the right to refuse the parent or carer entry to the school site.

Behaviour Folder

This is used to record:

- Any incidents of challenging behaviour by a child.

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding

When there is an incident of challenging behaviour, an ABC form (Antecedents, Behaviour, Consequence) should be used, recording all details, and are available from the staffroom.

These should be handed to the class teacher in the first instance. Once a situation has been resolved and necessary action taken, then the form should be sent to a member of the senior leadership team.

Parents are contacted if there has been a serious incident or a recurrent issue. They are not contacted for every incident of poor behaviour.

Preventative Strategies

During circle time/PSHE sessions in class we try to discuss issues around behaviour that we have noticed are happening. We also have 'golden rules' which were written as a whole school and are on display in the playground.

Intervention

If a child violently attacks another child or adult and does not respond to a request to calm down, then intervention is necessary (see restraint policy)*. The child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team who will take immediate action to involve parents. An incident should be recorded on an ABC Behaviour form and discussed with the headteacher or senior teacher. The headteacher and relevant staff will work with the parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

*If restraint is needed and the situation allows, PPE should be worn by the adult diffusing the incident. Adults should try to diffuse a situation verbally to allow time to put on PPE to intervene physically.

The final sanction for extreme behaviour will be to exclude the child for a given number of days. They will only be able to return to school after a 'return to school' interview with the child and parents.

The ultimate sanction is permanent exclusion.

After School Childcare

Additional Note: This policy is reflected in the practice of the school after school childcare club as well.

e-Safety

Additional Note: When reviewing this policy, e-safety considerations per the e-safety policy have been taken into account.

School Transport

Although the school cannot be responsible for the behaviour of the children on school buses we do expect parents to support our expectations. To assist in the management of behaviour 'bus places' are sometimes allocated on the North Wootton and Pilton Bus routes.

- All children must wear the seat belts provided
- No children should stand or move seats unless requested to do so.
- Children must get on and off in an orderly manner, in year group order, as directed by the staff on duty
- The driver must never be distracted by loud or disturbing behaviour.
- A procedure for contacting parents will operate if children disregard their responsibilities.
- Children must abide by the bus charter code of conduct.
- Children must clean hands / use sanitiser when entering and exiting the vehicle
- Children must be seated in year group bubbles

Policy Impact Statement: As part of our single equality scheme each school policy reflects the checklist relating to how the policy impacts on minority groups of people as outlined in the scheme. This policy should also be read in conjunction with the 'Anti-bullying' policy.

Review

This policy will be regularly reviewed and updated as and when appropriate.

As a school, we follow the policy but are also flexible in our approach to each individual child.

Behaviour Flow Chart

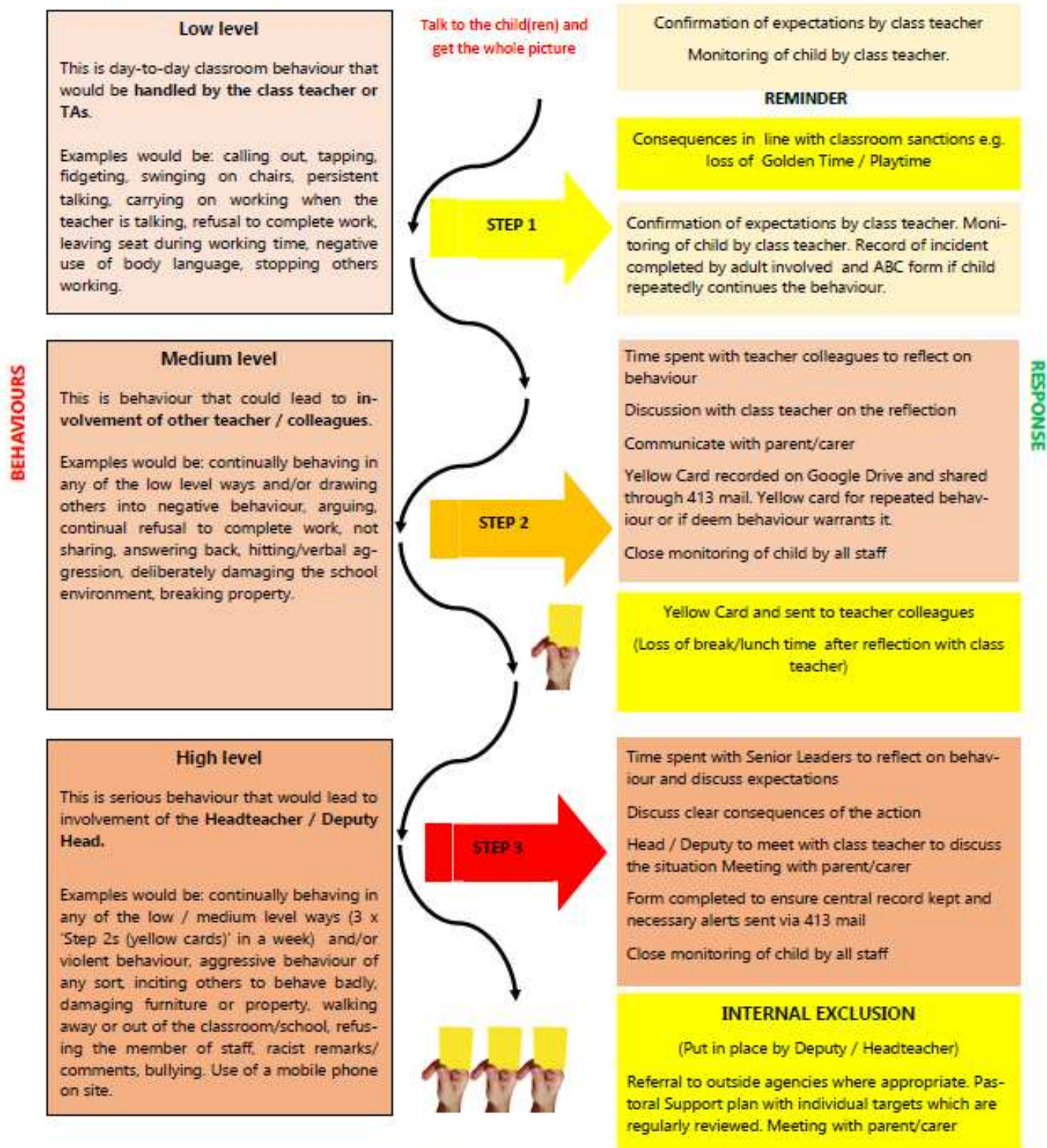


For some children, there is the potential to race through the steps quite rapidly, especially when emotions are high. The intention must always be to calm the child and try to prevent them moving through the steps and to resolve the situation by obtaining a complete picture before escalation.



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Consequences and actions taken to be in line with the developmental stage/age of the child and any SEND. West Pennine CE Primary School uses an Emotional Coaching approach towards children to help them understand their emotions and behaviours.