



BEHAVIOUR SCHOOL POLICY

SCHOOL RULES

In order to achieve our aims and raise the quality of teaching and learning we have behaviour and discipline policy based on respect.

Each child should have:

- **respect for him/herself**
- **respect for others**
- **respect for our school and community**

POSITIVE ETHOS IN SCHOOL

The 'atmosphere' in school is very positive and created by caring and sharing relationships and the way all concerned with school interact with one another. Our positive behaviour policy is very much about caring relationships and rewarding good work, manners and behaviour. We all work best in a happy atmosphere where everyone understands what they need to achieve and are able to feel positive about their role in school. We work very much as a partnership along with children, parents and the local community.

From the first day in school each child will be expected to follow our five simple school rules. These are the basic principles in which we work from:

- 1. Do as you are asked the first time.**
- 2. Keep your hands and feet to yourself.**
- 3. Always walk in school.**
- 4. Call people by their proper name.**
- 5. Be kind to everyone.**

HOW DO WE DEAL WITH RADICALISM/EXTREMISM?

We aim to build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. We promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values e.g. through assemblies, our curriculum, visits and visitors. We adhere to the Prevent Duty by building on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) are responsible for coordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area.

Safeguarding arrangements take into account the policies and procedures of the LSCB. For example, LSCBs publish threshold guidance indicating when a pupil or young person might be referred for support. Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools. Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty. Effective engagement with parents / the family is also important as they are in a key position to

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spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

PUPIL BEHAVIOUR

The long-term aim of our Good Behaviour Policy is to assist children to grow up with a clear and acceptable view of what is right and wrong. We recognise at school that we are a powerful influence on behaviour of children but we also recognise that we must work in partnership with the home. We work very hard to promote caring and kind relationships between all individuals concerned with school.

We also:

- Encourage a whole school approach to behaviour and discipline.
- Promote firm action against all forms of bullying.
- Reduce poor behaviour early from the time the children start school.
- Encourage all pupils to help others when necessary
- Endorse clear expectations when moving around school

THE ROLE OF OUR GOVERNING BODY

- The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- The governors support the Head Teacher in carrying out these guidelines.
- The Head Teacher and staff has the day to day authority to implement the school behaviour policy, but governors may give advice to the Head Teacher about particular disciplinary issues.
- The Head Teacher must take this into account when making decisions about matters of behaviour.

THE ROLE OF OUR HEAD TEACHER

- It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- The Head Teacher has the responsibility of giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a pupil. Both these actions are reported to the school governors.

THE ROLE OF OUR CLASS TEACHERS & TEACHING ASSISTANTS

- It is the responsibility of the class teacher and teaching assistants to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner at all times following the procedures set out in this behaviour policy.
- The class teachers and teaching assistants in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

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- The class teacher and teaching assistants treat each pupil fairly and enforce the School Rules consistently. The teacher and teaching assistant treat all children in their class with respect and understanding. If a pupil misbehaves repeatedly in class, the class teacher keeps a record of all such incidents.
- In the first instance, the class teacher deals with incidents him/herself in the classroom by implementing the 'Traffic Light System'. However, if misbehaviour continues, the class teacher will seek help and advice from a member of the Deputy Head Teacher and finally the Head Teacher.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each pupil. The class teacher reports to parents about the progress of each pupil in their class, in line with the whole-school policy.
- The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

THE ROLE OF OUR LUNCHTIME SUPERVISORS

- Reward positive behaviour with a class Dojo or a reward for the sunshine rays.
- The SMSAs will give a verbal warning to pupils behaving inappropriately.
- Where the SMSA is unable to resolve a dispute, the pupil is brought into school by the SMSA and a member of the Senior Leadership Team become involved. They will investigate the incident and depending on the outcome, the pupil may not be allowed back out to play.
- Where a pupil is persistently disruptive at lunchtimes and refuses to co-operate with the lunchtime supervisors, an appointment with the pupil's parents/carers will be made to discuss the situation with the Head Teacher or member of the Senior Leadership Team.
- Parents/carers could be asked to make alternative lunchtime arrangements for their pupil. This will mean they will have to take their pupil off the premises during the school lunch break.

THE ROLE OF OUR PARENTS

- We explain the school rules and the expectations of behaviour in the home school agreement, and we expect parents to read these and support them.
- We expect parents to support their pupil's learning, and to co-operate with the school, as set out in the home school agreement. We build supportive links between the home and the school, and we inform parents immediately if we have concerns about their pupil's welfare or behaviour.
- The Head Teacher and Governing Board are fully committed to the improvement of our school. We welcome feedback from parents/carers and will always try to resolve any concerns as quickly as possible.
- Sometimes, however, parents or carers pursuing complaints or other issues treat staff and others in a way that is unacceptable. Whilst we recognise that some complaints may relate to serious and distressing incidents, we will not accept threatening or harassing behaviour towards any members of the school community, further information can be found in the school policy on unreasonably persistent complainants or harassment of staff.

OUR SCHOOL REWARDS

The emphasis is very much on rewarding good behaviour. In order to achieve this, we:

- Praise pupils who demonstrate improvement from previously unacceptable behaviour. This is done quietly by the Teacher and the Head Teacher and other staff. SMSA staff included.
- Praising and acknowledge model behaviour by putting pupils name on the classroom sunshine
- Two children from each class, each week, receive a celebration certificate for good work during our Friday Special Mentions assembly.
- Prominent displays of pupil's work.
- Good work sent with child for the Head Teacher to see & added to our 'Twitter' page.

OUR SCHOOL SANCTIONS

Sanctions include measures designed to ensure that the pupil makes some form of reparation for his or her misbehaviour, such as:

- Interruption of break or lunchtime privileges.
- Carrying out a useful task in the school *although it must be remembered that some children may relish this.*

In addition to a straight reprimand, measures used by schools which help to prevent a recurrence of the misbehaviour include such steps as:

- Use of the traffic light system
- Moving the pupil's position in class or isolating a pupil from the peer group.
- Enlisting the support of senior staff (Head Teacher, Deputy Head Teacher, KS1 leader)
- A pupil who persistently disrupts learning may have a behaviour plan created in consultation with parents, educational psychologist, the local SEMH team and any other relevant agencies.
- Should a pupil continue to disrupt learning or refuse to cooperate following a significant number of incidents, a fixed term exclusion may take place. Parents/carers, the Chair of Governors and the Local Authority will be informed.
- The safety of the children is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part for the rest of that session.
- Any serious incidents will be recorded by the class teacher and discussed with the parent/carer of the pupil in question.
- Foundation Stage use 'Thinking Time' for children to take time out to think about what they have done wrong.
- Any serious incident including violence, verbal abuse or behaviour threatening the health and safety of others (*children or staff members*) or damage to property are likely to result in a fixed term exclusion. In severe cases if fixed term exclusions do not help the pupils, a permanent exclusion can be enforced.

The School Rules are visible in every classroom (*see codes for learning*). This ensures every pupil in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher will discuss these with individuals, groups or the whole class at an appropriate time during PHSE sessions.

EDUCATIONAL VISITS

If a pupil's behaviour is identified as posing a risk to safety during the planning stage of an educational school trip, the pupil could be given targets to improve his/her behaviour to be able to participate. Every effort will be made to assist and encourage the pupil to achieve these goals. The decision not to take a pupil on a school visit due to their behaviour will not be used as a punishment and before considering exclusion from the visit, the school will:

- Carry out a formal risk assessment of allowing the pupil to attend
- Consider whether safety risks would still be unmanageable after all reasonable control measures had been considered
- Consider alternative options such as changing the timing so that more staff would be available to attend or asking a parent to accompany the pupil
- Consider allowing the pupil to participate in certain aspects of the trip only a pupil will be excluded from a school visit if his/her behaviour presents "a significant, unmanageable and unacceptable risk" to the health, safety and welfare of that pupil or others on the trip, including the adult leaders. In these circumstances school will make provision for any pupils prevented from taking part.

BULLYING

Bullying may be distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another or a group or others, and usually forms a pattern of behaviour rather than an isolated incident. Bullying or other forms of harassment can make pupils' lives unhappy, can hinder their academic progress.

All reports and acts of bullying must be confronted.

- In the first incidence the teacher needs to talk firmly to the aggressor or aggresses.
- A repeat of the incident needs to be reported to the Head Teacher who will then see the pupils involved.
- Parents will be contacted and at times invited in for repeated bullying or an extreme incident of bullying.
- In extreme circumstances exclusion may be used.

All staff must talk to the children about bullying and it must be constantly on the agenda during morning worships and PSHE lessons.

RACIAL HARRASMENT

All incidents must be taken seriously and, as with bullying, it must be made clear to pupils that such practices are unacceptable and will not be tolerated. Parents will be contacted (both parties) All incidents of racial harassment must be fully reported to the **Head Teacher, governors and the LA.**

FIXED – TERM AND PERMANAENT EXCLUSIONS

- **Only the Head Teacher (or the acting Head Teacher)** has the power to exclude a pupil from school.
- The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days (15 per term) in any one school year.
- The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

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- If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board.
- The school informs the parents how to make any such appeal. The Head Teacher informs the LA and the Governing Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The Governing Board will consider any exclusion appeals; this panel will include at least three members of the Governing Board.
- When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. *If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.*

THE POWER TO USE REASONABLE FORCE OR TO MAKE PHYSICAL CONTACT

Staff at Wentworth School undergo positive handling training by a recognised organisation every three years. See positive handling policy.

Monitoring

- The Head Teacher monitors the effectiveness of this policy on a regular basis.
- The Head Teacher also reports to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps records of any inappropriate behaviour displayed by the children. The class teacher records minor classroom incidents.
- The Head Teacher records those incidents where a pupil is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes
- The Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. All exclusions are reported to the Governing Board through the Head Teacher's report.
- It is the responsibility of the Governing Board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Policy created in line with the 'Behaviour and Discipline in Schools' Advice for Head Teachers and school staff document (January 2016).

Effective Date

This policy was reviewed in summer 2017, will be reviewed in summer 2019.