



## BEHAVIOUR SCHOOL POLICY

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school. This policy refers to the 'Behaviour and Discipline in School' advice document (DfE 2016) and acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs.

The content of this document should be read with the school's Safeguarding, Equal Opportunities, Anti-bullying, P.S.H.E and SMSC Policies,

### SCHOOL EXPECTATIONS

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, linking to our 6R Sunshine Values. 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.**

### 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, positively reinforced by our 6 Sunshine Values. 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 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.

## WENTWORTH CHURCH OF ENGLAND JUNIOR AND INFANT SCHOOL

- Encourage all pupils to help others when necessary
- Endorse clear expectations when moving around school

### THE ROLE OF THE GOVERNORS

The Governors play a key role in influencing the ethos of the school. This influence carries with it a responsibility to support the Head Teacher and staff in maintaining high standards of discipline.

### THE ROLE OF THE HEAD TEACHER

1. To promote among pupils, self discipline and a proper regard for authority.
2. Encourage good behaviour and respect for others.
3. To determine policy in conjunction with Governors and staff and to let that policy be known in school.
4. To create the conditions for establishing the widest possible measure of agreement on those standards and how they will be achieved.
5. Ensure that these standards are consistently and fairly applied throughout the school.

### THE ROLE OF THE CLASS TEACHER

1. To put the whole school policy on behaviour into practice consistently.
2. To make children understand the five simple school rules and the procedures operating in the class, through creating a class code of conduct displayed and referred to with the traffic light system in place.
3. To make children aware of why good learning behaviour is beneficial to themselves and to the class and school as a whole.
4. To achieve a settled atmosphere in the classroom so quality learning can take place.

### REWARDS AND SANCTIONS

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 identifying what learning behaviours they have displayed.
- Two children from each class, each week, receive a Learning Hero certificate for demonstrating Learning Powers connected to our 6R Sunshine Values each Friday in Learning Hero Assembly.
- Prominent displays of pupils work.
- Demonstration of Learning Behaviours evident in work sent with a child for the Head Teacher to see.
- Dojo rewards added to children's individual avatar relating to the 6R Sunshine Values.

### 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:

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- 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).
- Contacting parents.

**Please Note: Pupils kept in must be monitored by a member of staff and not left alone in the classroom at any time.**

### PHYSICAL HANDLING

This policy deals with the need to consider the circumstances in which a physical intervention may take place, and recognised school procedures including planning and recording. Staff trained in Team Teach will be called upon where the need for physical handling is required, log the incident and inform the child's parents/carers.

### BULLYING

Bullying (see **Anti-Bullying Policy**) 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.

1. In the first incidence the teacher needs to talk firmly to the aggressor or aggresses.
2. A repeat of the incident needs to be reported to the Head Teacher who will then see the pupils involved.
3. Parents will be contacted and at times invited in for repeated bullying or an extreme incident of bullying.
4. 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.

### Effective Date

This policy was reviewed in summer 2016, will be reviewed in summer 2018