



Faith, Love, Courage, Patience.

Behaviour Policy

Policy first approved:

Most recent review: **Sept 2016**

Next Review: **Sept 2018**

Member of Staff Responsible: **Wendy-May Foster / Headteacher**

Management Responsible: **Full Governing Body / Head Teacher**

Signed:

Head Teacher

Chair of FGB / Committee

**This policy is
dated 1.9.2016**

**and drafted by
Wendy-May Foster**

The Headteacher implements the school behaviour policy consistently throughout the school and supports the staff by setting the standards of behaviour and by assisting staff in their implementation of the policy. The Headteacher reports to the Governors who are responsible for reviewing policy at least every two years.

At Wareside School we work together to ensure that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust, respect for all and a Christian ethos. The school's behaviour policy is designed to enable all members of the school to live and work together in a mutually supportive way; it aims to promote an environment in which everyone feels happy, safe and secure.

We recognise that a high standard of behaviour from all is essential in order to create a positive climate for learning and teaching. At Wareside we believe that the disruption of learning time shows lack of respect for other people and must be dealt with in order to maintain the rights of other class members to learn without disruption. Wareside does not tolerate bullying behaviour and this is fully covered in the school's Anti-Bullying policy.

The school community abides by generally accepted and understood codes of conduct.

- The school's four core Christian Values underpin all we do and aspire to – Faith, Courage, Patience and Love. We reinforce these through all aspects of school life whilst positively embracing and respecting the multi-cultural world we live in.
- Class Codes – chosen and agreed by each class at the start of term
- The whole school code of conduct known as The Golden Rules (listed below).
- The British Values (Department of Education Nov.2014) provide an ethical framework by promoting self-knowledge, self-esteem, self-confidence and accepting responsibility for own behaviour (see full list at the end of this policy);
- The DofE Teachers' Standards, July 2011 with particular reference to Standard 7 'Manage behaviour effectively to ensure a good and safe learning environment' and the guidelines on teachers' personal and professional conduct which is reproduced at the end of this document.

All staff will encourage excellent standards of behaviour at all times by personally demonstrating good manners, consideration and respect and positive recognition of good behaviour, all of which, we believe, helps children feel positive about themselves, their abilities, relationships, achievements and their powers of decision making.

Wareside School's behaviour management policies aim to:

- Help children to develop a sense of self-discipline and an acceptance of responsibility for their own actions.
- Use positive reinforcement to promote appropriate behaviour
- Support children in the development of skills needed to deal with various situations.
- Support the children who are the recipients of aggression as well as dealing with the aggressor/s.
- Try to avoid exclusions.
- Create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.
- Foster a whole community and family approach to encouraging good behaviour which involves staff, parents/carers, governors and friends.

Golden Rules

We show Faith, Love, Courage and Patience
We are kind and gentle
We work hard and are helpful
We listen to other people and respond
We are honest
We look after property

Behaviour management in the classroom.

All classes have a set of negotiated classroom rules, written in language appropriate to the age of the children. These are visible in the classroom so that any pupil or adult, including visiting teachers, can be aware of them. These are all written in a positive and encouraging form e.g. 'we put our hands up to answer questions' (not 'don't shout out'). The classroom rules are based on the core Values, the collectively agreed Class Codes and Golden Rules. All classes will use PHSE and circle time as a way of developing a co-operative classroom and as a forum for discussion of topics such as our expectations of behaviour, behavioural issues and the sanctions.

Positive behaviour will be recognised, rewarded and therefore reinforced through, for example, public recognition, smiley faces, table points and marbles in a jar. Individual teachers will have their own reward systems in addition to the whole school rewards such as super star awards and merit certificates with an acknowledgement in assembly and the school newsletter.

Our policy is based on our Christian caring core Values which lead us to take a positive approach in rewarding children for acceptable behaviour – mainly through praise e.g. 'thank you for walking not running' or 'C is ready! Well done C'. This simultaneously encourages others to follow the good example. Parents/carers will be informed of commendable or improved behaviour.

Stickers will be given by all staff for behaviour that shows the values and follows the golden Rules and these will go on the pupils Superstar Chart.. Once these are full the pupil is given a certificate during our Friday Worship. Merit Awards are also given and can be awarded for improvement in behaviour/attitude. House points will be given for good work, effort and attitude to learning and house achievements will be also be celebrated in Friday Worship.

If rules are broken the child/ren will be made aware of the consequences & sanctions; this will be explained in clear language appropriate to the child/ren's understanding. An easily recognisable series of consequences will immediately take place. Parents/carers will always be informed if their child has been disciplined in this way.

Each class will operate a "Golden Time" as a means of promoting positive behaviour. This is 20 minutes of time when children can select from a range of agreed, prepared or organised activities. Loss of Golden Time is a sanction for unacceptable behaviour. Other sanctions might be: time out from activities; being moved away from other children; apologising; being sent to the Headteacher.

The class teacher takes the lead role in managing the behaviour of the class and implementing positive behaviour strategies. The following are guidelines for steps to deal with disruptive behaviour and in supporting our children to learn appropriate behaviour. These are guidelines only as each situation is different and dynamic therefore steps may be taken in a different order or missed out entirely.

Steps to be taken – always bearing in mind the caring role indicated by the school core Values:

- Refer child/ren to the class code of conduct and ask which code they are breaking. Discuss further if necessary.
- Give appropriate sanction e.g. miss some playtime. Time out*, Talk to child**
- Talk to parents/carers – see after school, telephone, invite parents/carers in.
- Introduce Home/School book as a means of establishing ongoing communication.
- Refer child to Headteacher.
- Parents/carers meet with teacher, child and Headteacher where an individual Code of Conduct will be made that supports the pupil/parents/carers/school and helps the pupil to deal with behaviour issues and continue to learn. This will be regularly reviewed.

Exclusion Sanctions- if there is no improvement in behaviour after all reasonable steps have been taken the following exclusions may be imposed;

- Internal exclusion- for a fixed time eg starting with single lesson (working in another class, no contact with peers)
- Lunchtime exclusion (if unacceptable behaviour is at lunchtime)***
- Fixed term exclusion***
- Permanent exclusion***

Fixed term exclusion and permanent exclusion is only used as a final resort when the school is absolutely certain that everything, which can be done for the child and the parents/carers, has been done. Wareside C of E Primary School follows the Hertfordshire Schools Exclusion Policy – available from Wareside Headteacher, Mrs.Wendy-May Foster.

However, there will be occasions when serious incidents occur such as defying or swearing at a teacher or fighting. These will be dealt with as each individual case warrants, and could require the immediate involvement of the Headteacher and exclusion.

Throughout the above steps, if it is felt necessary to involve external agencies the school will make the necessary contact and arrangements. Parents/carers will be informed when this is the case.

Lunchtime.

The same Golden Rules are applied by Midday Supervisors. Issues at lunchtime are dealt with by Midday Supervisors and these are reported, firstly, to the Class teacher and then, if needs be, to the Headteacher who will proceed with rewards, steps or sanctions as explained above.

Parent/carer involvement – see ‘Role of parents/carers below’

Wareside expects parents/carers to work willingly and collaboratively with the school. Issues will be discussed with parents/carers and they will be kept informed through a Home/School Book, short meetings at the end of the school day or longer meetings at the request of the class teacher, Headteacher or parent/carer.

A Home/School Book is used so that the school can inform parents’/carers of all aspects of their child’s day, both positive and not so positive and the family can keep the school informed of the situation at home. This is done in the form of short notes

Monitoring and review.

- The Headteacher and staff monitor the effectiveness of this policy on a regular basis. The Headteacher will also report to the governing body on the effectiveness of the policy, and if necessary, make recommendations for further improvements.
- The Headteacher keeps a written record of serious incidents of misbehaviour of both children and parents/carers.
- The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

- It is the responsibility of the governing body to monitor the rate to suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.
- Other relevant policies are Equal Opportunities, Racial Equality, Health and Safety, Anti-Bullying.
- The governing body will reviews this policy at least every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Chair of Governors

Date:

Definitions:

***Time Out/Calming down.** All pupils will be offered the opportunity to take Time Out. They will be asked to go to an alternative quiet space to have a few minutes to calm down. An adult may go with the pupil to talk through the situation or just to supervise the pupil until they are ready to return to the class.

****Listening/talking things over.** All school staff aim to be good listeners and will support pupils by talking through issues and offering advice on how to modify their behaviour such as:

- What they have done
- What they should have done
- What they will do next time

*****Exclusions – Lunchtime; Fixed Term; Permanent.** The school follows the Hertfordshire Schools Exclusion Policy – available from Wareside Headteacher Mrs. Wendy-May Foster.

Extract from the Teachers' Standards - Department for Education, July 2011

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The role of parents/carers

The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read them and support them.

We expect parents/carers to support their child's learning, and to cooperate with the school, as set out in the Home-School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have any concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents/carers to support the actions of the school.

Parents/Carers are expected to model appropriate behaviour and language when they are on the school grounds. Failure to do so may ultimately result in being banned from the school premises.

When their child starts school, each parent/carer becomes a 'Friend' of the school and we ask that they actively contribute to the supportive learning environment for their child.

DfE Guidance on the use of force:

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 55A of the Education Act 1996 - The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or somebody else. . The actions that we take are in line with current government guidelines on the safe handling of children.

The British Values – defined by the Department for Education, November 2014

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- encourage respect for other people, and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.