



Faith, Love, Courage, Patience

Behaviour Policy

Policy dated: **Sept 2021**

Next Review: **Sept 2022**

Member of Staff Responsible: **Headteacher**

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

Signed:

Head Teacher

Chair of FGB / Committee

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 values themselves, is respected and treated fairly by others. We foster pride in being caring members of the local and wider community by everyone taking responsibility for themselves, their actions and choices. Our 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 strive to promote and maintain high standards of behaviour throughout the school to create a positive climate for learning and teaching where it is understood that the disruption of learning time is unacceptable as it prevents others from learning.

Wareside does not tolerate bullying behaviour and this is fully covered in the school's Anti-Bullying policy.

Policy Aims

Our policy is based on our Christian Values of Faith, Love Courage and Patience. Our approach is consistent and positive, 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.

- The school values are the backbone of The Golden Rules (below) and continue to underpin our behaviour policy.
- We reinforce this approach through all aspects of school life where children are encouraged to take responsibility for their actions and to recognise that choices are linked to consequences, both positive and negative.
- Children are helped to develop the skills needed to deal with difficult situations
- The school community nurtures self-esteem where all children feel positive about themselves, their abilities, relationships, achievements and decision-making choices
- All staff, through their own actions, are teachers of good manners, consideration and respect within our own community as well as the wider world, as we positively embrace and respect the cultural similarities and differences around us.
- Expectations of behaviour are high; children are motivated by frequent and consistent praise and rewarded for good behaviour
- Exclusions are a last resort strategy

Golden Rules

Show Faith in our Christian and British Values in all aspects of our learning and life
Show Love – be kind, respectful, look after each other and the school
Show Courage – be honest and truthful, make the right choices, do your best and embrace challenge,
Show Patience – be tolerant, share, listen to others

In the classroom

All classes talk through the Golden Rules at the beginning of each year to establish an understanding of how the rules apply to each class. All classes will use the PSHE (personal, social, health and economic) curriculum 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.

Staff will establish:

- A safe and secure setting
- A calm working atmosphere where effective learning can take place
- A stimulating and organised environment
- An interesting and appropriately challenging curriculum (in line with the National Curriculum)
- A supportive and caring ethos
- Mutual respect between all members, and where there is proper concern for the environment.

Reward System

1. Positive behaviour will be recognised as teachers constantly look for opportunities to praise children verbally and Wonders.
2. A 'House' system also operates throughout the school where children have the opportunity to earn Wonders for their House over a half-term. The children decide on the hierarchy of rewards, which are then awarded according to the number of Wonders earned by each House each half-term.
3. A weekly Headteacher certificate is presented for improvement in behaviour or attitude as well as effort and achievement in learning.

Certificates and House awards are celebrated weekly in Collective Worship as well as in the school Newsletter.

Consequences

If rules are broken the child/ren will be made aware of the consequences; this will be explained in clear language appropriate to the child/ren's understanding. An easily recognisable series of consequences will immediately take place.

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:

1. Non-verbal gesture, spoken to informally, or asked to move within the class. Alternatively, those who are displaying continued appropriate choices will be praised.
2. Verbal warning by way of reference to the Golden Rules, pointing out appropriate behaviour
3. Give appropriate consequence e.g. miss some playtime. Time out*, Talk to child**
4. Talk to parents/carers – see after school, telephone, invite parents/carers in.
5. Introduce Home/School book as a means of establishing ongoing communication.
6. Refer child to Headteacher.
7. Parents/carers meet with teacher, child and Headteacher where an individual Risk Reduction Plan 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: 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 the school.

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.

- 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 review 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

driven by the principle of **REFLECT, REPAIR AND RESTORE**

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

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

<https://www.gov.uk/government/publications/teachers-standards>

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.

It is expected that parents support the school in following the behaviour policy.

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.

Parents/carers are expected to support their children:
To attend regularly
To dress smartly and according to the School's Uniform Policy
To be respectful to school staff and the whole school community

DfE Guidance on the use of force (published July 2013):

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

- 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.