



# Great Wilbraham C of E Primary School

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Policy title: Behaviour

Date created: September 2021

Date ratified:

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Signed:

## 1. Introduction

### 1.1. Definition

At Great Wilbraham C of E Primary School all children are encouraged to show mutual respect, tolerance and understanding for each other and every adult member of our school community. Our high expectations of children's behaviour are continually communicated throughout school. In partnership with parents we hope to ensure a consistent approach where everyone takes ownership and responsibility for the wellbeing of all children and adults in our school.

### 1.2. Rationale

- To foster a positive atmosphere
- To enable children to feel safe and secure
- To enable children to engage effectively in their learning
- To enable our children to understand how to make the right choice
- To work together as a whole community

### 1.3. Communication

This policy has been created through consultation with staff through meetings; parents through the parent forum and children through the School Parliament before being taken to the Full Governing Body.

## 2. Leadership and management

### 2.1. Roles and responsibilities

#### Headteacher

- To implement the behaviour policy consistently throughout the school
- To ensure the health, safety and welfare of all children in school
- To support staff in the implementation of the policy
- To record and celebrate positive behaviour
- To record reports of serious incidents and monitor time out
- To give fixed term exclusions for serious acts of misbehaviour

#### Staff

- To follow and apply the behaviour policy adapting for their class
- To be fair and consistent
- To have high expectations of behaviour of their pupils
- To develop an effective working atmosphere
- To be aware of the Home School Agreement and Learning Ladder
- To liaise with others if necessary, to assess and support the needs of individuals

#### Governing Body

- To support staff and the headteacher in promoting positive behavior

#### Parents

- To be aware of the Home School Agreement and Learning Ladder
- To co-operate with school
- To ensure children's regular attendance and punctuality
- To encourage their children to show respect and support the schools authority to discipline children

#### Children:

- To be aware of the Home School Agreement and Learning Ladder
- To show respect for people and their differences
- To show respect for school property
- To take responsibility for their own actions





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- To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school. Through praise and encouragement, we aim to emphasise the following positive qualities through the Values for life Diocese of Ely programme:

Courage, Creativity, Peace, Trust, Forgiveness, Justice, Thankfulness, Compassion, Friendship, Hope, Truthfulness, Humility, Generosity, Service, Respect, Wisdom, Responsibility, Perseverance

## 2.2. Continuing professional development

Staff needs in CPD in relation to the management of behaviour may come through performance management, recognition of a whole school need or through the needs of individual pupils.

## 2.3. Reviewing and monitoring

Behaviour is monitored regularly throughout the day and the behaviour policy is reviewed at the beginning of every academic year so that new members of staff can contribute.

## 2.4. Recording and reporting

**Positive behaviour:** any Headteacher awards collected are noted and collated, a Gold Book records all the positive Star of the Week awards

**Negative behaviour:** incident logs or exit slips are recorded onto SIMs once the incident has been dealt with; any fixed term exclusions or behaviour support plans are recorded by the Headteacher

## 3. **Teaching, learning and assessment**

### 3.1. The GWPS Basic principles of behaviour

- Respect for people
- Respect for property
- Respect for the school

### 3.2. House system

In Spring 2017, the house system was established and each house given a name – Hall, Manor, Rectory, Temple. House points are awarded for effort, achievement and outstanding behaviour and link to the learning ladder which already exists. The house points are collected onto a class sheet and then brought into Friday celebration assembly to add to a house total where a house cup is awarded.

### 3.3. Learning ladder

This system provides clear guidance to pupils and staff on the high expectations of behaviour, the rewards and sanctions – see Appendices. Each class designs how their ladder is displayed. House points are awarded for progressing up the ladder from expected behaviour upwards. The learning ladder is reset at the end of every day.

### 3.4. Class Charter and other systems

At the start of each school year a class charter is also created so that children become responsible and take ownership for making good choices in their own class. Other in class systems for behaviour management are used at teacher's discretion such as use of golden time, marbles in a jar etc.

### 3.5. Curriculum opportunities:

- Use of SMSC across the curriculum and regular circle time
- Anti-bullying week every Autumn
- Assemblies linked to behaviour





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- Celebration assemblies every week – two stars of the week and one Headteacher Certificate from every class linked to the Personal Quality of the week
- PSHE service units of work promote positive behaviour
- Marking and feedback contains positive reward systems such as stickers and house points

#### 4. Personal development, behaviour and welfare

##### 4.1. Spiritual, Moral, Social and Cultural (SMSC) learning

Children will:

- Use Christian Values to inspire positive behaviour
- Make responsible moral decisions and act on them
- Promote positive behaviour to each other
- Develop a culture of high expectations of behaviour

##### 4.2. Systems and regulations

**Rewards:** Headteacher awards (for reaching the top of the ladder), stickers, positive praise, class stars, certificates, house points

**Sanctions:** warnings, time out, exit forms, behaviour plan/pastoral support plan if there are 3 exit forms in a half term, exclusion

**Exclusion:** exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious misdemeanours. Local Authority guidance will be followed in such cases including writing a behaviour management plan, with the involvement of parents, for any pupil at risk of exclusion. If exclusion becomes necessary the statutory exclusion procedures will be followed and parents will be informed of their right of appeal. The school has adopted the Cambridgeshire County Council Guidance on Exclusion 2014 (see appendices) and refers to this guidance in any decision to exclude a child from school

**Searching pupils:** School staff may search pupils with their permission for any item that is banned by the school rules. The Headteacher, and staff authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items. The school will not normally conduct a 'without consent search' but will contact the child's parents instead.

**Use of reasonable force:** All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The headteacher is informed of any incident that has led to the use of these powers, which will be recorded in the Physical Intervention Book (Blue Book). See Safeguarding policy.

**Anti bullying:** the school does not tolerate bullying of any kind. We do everything in our power to ensure all children attend school free from fear. Refer to Anti-bullying policy.

##### 4.3. Safeguarding

The safety of children is paramount in all situations. If a child's behaviour endangers the safety or learning of themselves or others the adult in charge will cease the activity. A senior member of staff will be called if the child needs to be removed.

##### 4.4. Health and safety

Risk assessments, such as individual behaviour plans, are created to ensure there is a safe working environment. We are committed to safeguarding and promoting the welfare of all children.

##### 4.5 Extenuating Circumstances –Coronavirus Covid-19

In the event of the need to remain socially distant in school, certain behaviours are expected from children to maintain safety and will be managed accordingly.

- All children are to remain **exclusively** with the pupils and staff in their designated 'bubbles';





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- Poor behaviour of any kind which threatens the safety of the 'bubble' will not be tolerated and will result in the child concerned being removed from the classroom and families informed. These are detailed in the Appendix for example refusing to comply with rules as set out by the lead adult in their bubble

## 5. Outcomes for pupils

### 5.1. Inclusion and equal opportunities

Our whole school philosophy totally encompasses the equality of access and opportunity. Curriculum planning, teaching and learning and the behaviour strategies take into account pupil's age, aptitude, gender, ethnicity and special educational needs. The learning environment enables every pupil to fulfil their potential. The contribution all pupils make is acknowledged and valued. Pupils with emotional and/or physical needs who need individualised programmes with personal achievable targets and rewards are catered for and fully supported.

### 5.2. Christian ethos and British values

As a Church of England school we follow the Values for life programme and embed these beliefs into our management of behavioural issues.

### 5.3. Community links

The Home School Agreement is a document created with involvement of the staff, School Parliament and the Full Governing Body.

Visitors and Educational Visits: Children show respect to visitors around the school and are encouraged to act politely and courteously. When off the school site the children are expected to behave to the same high standards as if they were at school.

### 5.4. How pupils articulate their learning

Through regular PSHE and Collective Worship. Pupil questionnaires also record the feelings and thoughts of pupils about behaviour and issues can be raised in the School Parliament.

### 5.5. Progress from EYFS to Y6

Expectations of behaviour are high across the school but we expect Upper Key Stage 2 pupils to take on additional responsibilities and positive role models to all the other pupils.

## 6. Links to other policies

- 6.1. Exclusion policy
- 6.2. Physical intervention policy
- 6.3. Anti-bullying policy
- 6.4. Collective Worship policy
- 6.5. Special Educational Needs and Disability (SEN/D) policy
- 6.6. Equality and diversity policy
- 6.7. Attendance Policy
- 6.8. Safeguarding and Child protection policy
- 6.9. Disability Discrimination Scheme.

## 7. Appendices

- 7.1. Behaviour ladder (staff share, behaviour)
- 7.2. DfE Behaviour and discipline in schools document (Feb 2014)
- 7.3. Behaviour expectations document (Oct 2018)
- 7.4. Collective Worship three year cycle of Values for Life themes (staff share, collective worship)
- 7.5. PSHE Scheme of Work





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7.6. Cambridgeshire Exclusion Guidance update (Nov 2014)

7.7. Behaviour principles COVID-19





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## Appendix 7.7: Behaviour Principles – COVID-19

In light of the need for children to behave differently when they return to school, new systems and expectations will be put in place to support staff, families and children. Flouting of the measures below may have consequences of school provision if there is a danger to anyone on site – families, staff or children. These changes will be communicated to pupils, parents and staff.

### **Altered routines for arrival or departure**

- Strict measures for social distancing with families at the beginning and end of the day is expected

### **Following school instructions on hygiene, such as handwashing and sanitising**

- Children will have to wash their hands independently
- Children will need to wear clean clothes every day

### **Following instructions on who pupils can socialise with at school**

- Children are expected to be kept in their bubbles at all times without socialising with other bubbles

### **Moving around the school as per specific instructions**

- Children will be kept in the same classroom or outside – they will use just one exit
- Y1-Y6 children will be expected to stay at an individual desk unless directed by staff

### **Expectations about sneezing, coughing and avoiding touching your mouth, nose and eyes with hands**

- Children will be expected to follow 'catch it, bin it, kill it' and encouraged not to touch their faces and to wash their hands

### **Tell an adult if you are experiencing symptoms of coronavirus**

- Children will be expected to report symptoms to staff
- Staff will be monitoring children for signs of symptoms

### **Rules about sharing any equipment or other items including drinking bottles**

- Children will have their own individual equipment provided by the school
- Anything from home will be kept separate
- Cups will not be provided by school and all pupils will need a named water bottle

### **Amended expectations about breaks or play times, including where children may or may not play**

- Break times will be separate from other bubbles and children to remain socially distant where possible

### **Use of toilets**

- Children will go to the toilet block individually – there is a toilet block per bubble

### **Clear rules about coughing or spitting at or towards any other person**

- Deliberate coughing or spitting at others will be dealt with by immediate removal from the bubble into the hall where there will be monitored by a member of SLT

### **Clear rules for pupils at home about conduct in relation to remote education**

- We expect home learning to take place and tasks completed via Teams
- Teachers will ring or use Teams to find out how much children are learning
- Work can be uploaded to Teams or emailed to homelearning@ or admin@

### **Rewards and sanction system where appropriate**

- Poor behaviour of any kind which threatens the safety of the 'bubble' will not be tolerated and may result in the child concerned being removed from the classroom and families informed or even the premises and sent home. These could include refusing to complete the tasks set or comply with rules as set out by the lead adult
- Good behaviour will be rewarded using our current systems and wider provision of golden time activities





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## Reasonable adjustments

- These will be made for students with more challenging behaviour but any threatening of the safety of children or adults in schools will not be tolerated
- From March 2020, the global Covid-19 pandemic has led to a change in how we define some of our children's behaviours in school and our assessment as to whether these are difficult or dangerous, particularly where a child or young person's behaviours could cause an increased risk to their own health or the health of others. Examples of this might include (but are not limited to):
  - spitting
  - repeated disregard of social distancing rules
  - not staying in their class bubble
- We will work together with the child, parents/carers to carry out a risk assessment which will explore whether a child can manage in the school environment, under current circumstances.
- In exceptional circumstances, the outcomes of the risk assessment may mean we are unable to offer a place in school, at this time. If a child is unable to manage within the safety rules to minimize Covid-19 risk, then an offer of a school place may be removed until a new plan and phased return can be implemented that ensures the current guidance can be adhered to.
- In all cases, the child's Risk Assessment and plan will be regularly reviewed and the school will work with the family to ensure support to the child is provided in other ways, through reasonable endeavours.

