



## Wroxton CE Primary School

### Behaviour Policy

Our vision at Wroxton Church of England Primary School is to inspire all our children to achieve their full potential; fostering a sense of hope, aspiration and respect within a nurturing environment, inclusive of home, school, the community and the church, where learning is celebrated in all its forms.

#### Aim of Policy

At Wroxton the aim is to create and sustain a community within which everyone can thrive and achieve. The ethos within school should be a purposeful and happy one where positive and **compassionate** attitudes are fostered in all aspects of school life. All members of the school will then be able to try and do their best without the fear of failing. These aims can best be achieved by:

- having a **fair, consistent** approach throughout the school
- having **high expectations** of success and aspiration in all areas
- consistently recognising and reinforcing aspects of **good** behaviour in all children
- continually **modelling** our Christian and British values
- developing positive relationships based on **trust, generosity, respect, forgiveness** and **integrity** between all members of the school community, including parents/carers and members of the Governing Body
- creating a warm and welcoming environment that cultivates a respect for the rights and needs of pupils and adults, irrespective of culture, race or gender
- developing self-discipline and the ability to self-regulate the choices and decisions our pupils make

At Wroxton we adopt a culture of good learning. We do this through establishing a good work effort and recognising hard work and effort. This empowers pupils by giving them the language to describe what good learning looks and feels like.

#### School Promises

Every class will display and promote the following school promises:

- I will follow directions the first time
- I will keep my hands, feet and objects to myself
- I will speak politely to everyone regardless of who they are

#### School Practice

- Adults **set good** examples and are **excellent role models**;
- Good behaviour is recognised and celebrated. We **do not** focus on or celebrate poor behaviour.
- Appropriate sanctions will be used to reinforce the school rules through discussion
- **All** adults use the behaviour policy **consistently and fairly**;
- Pupils are given time to reflect on their behaviour through structured **private** discussion;
- Activities set will be **appropriate to the individual's ability** in order to prevent unacceptable behaviour being used as a diversionary tactic;
- Pupils are taught strategies for independent working;
- Pupils **will not** be publicly humiliated;
- PSHE (Personal, Social, Citizenship and Health Education) and SMSC Education (Spiritual, Moral, Social and Cultural) and the teaching of British Values encourage a greater understanding of and

respect for peers, which in turn enhances self-esteem and fosters a caring ethos. Within this environment, pupils are equipped to make better learning choices.

### **Positive Recognition**

At Wroxton we believe that every child can behave and that adequate time should be spent celebrating the good behaviour of children across the school. We use a range of positive recognition strategies to reinforce expected behaviour, so that all children develop their self-esteem and a sense of self-pride. To ensure these are effective, positive recognition strategies must be:

- Simple;
- Separate from the sanctions;
- Based on positive celebration of good behaviour/attitude/work;
- Adjusted accordingly to suit the age and needs of the child.

**All positive recognition is based around the overarching school rules so that pupils and adults are able to clearly identify common expectations of behaviour.**

### **Praise**

Every child should experience praise from the range of adults in the school. Children will be regularly and consistently praised for behaving in the right way, being polite and demonstrating the school's Christian values.

### **House Points**

Every pupil belongs to a School House. House Points are awarded for team events such as at sports day or inter house events throughout the year.

### **Postcards Home**

Postcards home will be sent home in recognition of good behaviour. Children will not know so it is a surprise for them and parents.

### **Phone Call Home**

Teachers may choose to make a phone call home to share positive behaviour outcomes.

### **Celebration Assemblies**

Children's achievements are valued and celebrated weekly with a variety of certificates being given to children from all year groups. These include:

- Values certificates: awarded to children who demonstrate the school's termly value.
- Writing awards: awarded to children who have produced exceptional work in writing.
- Half termly tables awards.
- Handwriting awards: awarded to children who have used neat, legible and cursive handwriting consistently over a sustained amount of time.
- Star of the Week Awards
- Good Samaritan Awards

## Sanctions

If a pupil breaks any promises the following procedures are applied. **This will be done discretely to avoid public humiliation of the child.** At each stage the child only moves to the next step if he/she continues to misbehave. During the morning session and it starts again for the afternoon sessions:

- A general reminder. Eg. sit quietly, a finger click, I'm waiting for everyone's attention etc no names mentioned at this point
- A **reminder** of the school rules, the rule being broken, the consequences and encouragement to behave well.
- A choice about behaviour. You can either do (a) or (b) what is your choice? Children **must** verbalise the choice so they own it.
- Thinking time. Please go and sit on your own and think about your current behaviour. Instruct children to return to work as soon as they are ready. No comments should be made to the child on return. For younger children you may need to ask them if they are ready to return.
- A behaviour ABC log completed with the child when convenient. This may mean that the child stays at their place until an adult has time to complete.
- Child sent to another classroom for 5 mins. Behaviour log added to reflect this.
- Child sent to senior member of staff to explain why they have been sent out. Child will be returned by the senior member of staff to their room. Behaviour log will be added to reflect this.

**For more serious incidents including COVID 19 related incidents of coughing and spitting at another person deliberately** If necessary a red card will be sent to the nearest classroom.

- The incident **MUST** be added to the ABC behaviour log
- A senior member of staff will conduct an inquiry to establish **ALL** facts before deciding on consequence.
- Fixed term exclusions both internally, externally and for set periods of time eg lunchtimes and permanent exclusion will only happen after discussion with senior staff and on the rare occasion, not the norm.

## Lunchtime and Breaktimes

- Staff on duty can ask children to sit out for blocks of 5 mins. Staff to make the decision based on incident at the time. This is logged in the playtime / lunchtime ABC behaviour log.

Senior Leaders and SENCo will monitor ABCs for each class termly. 'Persistent offenders' will be identified by SLT with further support being given to the child, in collaboration with the class teacher and parents.

## Restorative Conversations

We believe that honest dialogue between the child and their class teacher is the best way to avoid further poor behaviour and, therefore, sanctions. Teacher's must ensure that these conversations happen and that they actively listen to the child.

## Call Outs

At times a member of staff may feel that it is necessary to call for support of a member of SLT when dealing with persistent, disruptive behaviour. When this happens, the SLT will attempt to remove the child from the class quietly and discretely to avoid humiliation. If necessary Team Teach handling procedures will be applied. Once the child is safe and has calmed down, the SLT will return the child to the classroom where a restorative conversation with the class teacher will take place during a time out.

**For more serious behaviour: Violence against a child or adult, throwing objects in class/school, vandalism, extreme behaviour, persistent disobedience or discrimination of any kind.**

This behaviour is rare at Wroxton but when it occurs it must be dealt with firmly and promptly, the usual steps do not apply. This involves:

- Straight to a red card and sent to head teacher.
- Incident is analysed through the use of ABC forms and appropriate action taken which may involve looking at exclusion guidelines.
- Minimum sanction of parents/carers being spoken to .
- Parents/carers will be contacted by phone as soon as possible that day.

During break time or lunch time, if warnings are ignored and/or unacceptable behaviour persists, the child's class teacher will be called for and the child will be removed from the playground. This will result in a red card and parents/carers will be informed that day.

### **When the policy doesn't work**

At Wroxton we recognise that for a few children, the procedures for sanctions may not be appropriate due to their emotional and educational needs. However, we still aim to support and develop the learning behaviour of these children so that they can fully access the curriculum. In these rare instances, reasonable adjustments will be made to the school policy on an individual needs basis so that everyone in the school community can experience positive recognition and success. Where individual plans are in place it is the responsibility of the class teacher to ensure that the information is disseminated to **ALL** adults in school and that the plan is readily available and reviewed at least termly with **ALL** adults that work directly with the child. It is the class teachers responsibility to ensure that other children in the class understand why some children are treated differently so as they are not ostracised by other children. Copycat behaviour will not be tolerated.

### **The victim**

At times another child may be the victim of another child's inappropriate behaviour. The school recognises its responsibility to support that child by:

- Ensuring that they are safe and are not intimidated by the perpetrator;
- Inform the victim of the course of action which is going to be taken against the perpetrator;
- Contact their parent/carers to inform them of the situation and the course of action being taken;

### **The role of the staffing team**

- It is the responsibility of **every member of staff** to consistently and fairly apply the behaviour policy to all children in the school at all times. It is **critical** that teachers treat all pupils in their class with respect and understanding.
- Members of staff have high expectations of the pupils in terms of behaviour and attitudes to work. Children are expected to be ready to learn and do their best.
- It is expected that all members of staff **behave in a consistent and calm way – we model the standards that we expect of the children.**
- Class teachers **will not** write names on a board in the classroom to recognise poor behaviour. However, they can write names on a board to celebrate good behaviour, hard work and effort.
- All adults must maintain first attention to best conduct and are relentless in ensuring school routines are carried out appropriately by the children.
- Staff **will not** react to secondary behaviour.

- If poor behaviour continues, the staff should seek help from their colleagues and members of SLT. Parents/carers will be consulted and further action will be considered, such as seeking advice from external agencies.

### **The role of the Head Teacher**

- It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, 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 pupils in the school.
- The head teacher supports the staff by implementing policy, by setting the standards of behaviour and by supporting the staff ensuring the implementation of the policy.
- The head teacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of mis-behaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a pupil. In such a situation the school governors, ODST and LEA are notified.

### **The role of parents/carers**

- Reinforce the school rules working in partnership with parents/carers, so that children receive consistent messages about how to behave at home and at school. Children and parents/carers complete a Home/School agreement on entry to the school.
- The behaviour policy is shared annually with parents/carers through the website and a paper copy is sent home at the beginning of each academic year.
- The school actively builds a supportive dialogue between the home and the school and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use the outlined sanctions, parents/carers should support the actions of the school. If parents/carers have any concerns about the way their child has been treated, they should initially contact the class teacher. If concerns remain, they should then speak with the head teacher. The head teacher should be the **last person** to be informed so that they can deal with only the most serious incidents. If concerns still remain parents/carers have the right to make a formal complaint using the school's complaints procedure.
- On occasions, incidents beyond the school gates reflect on the school or impact on behaviour within school. Examples of this are cyber bullying between two pupils which, is carried out from home or unacceptable behaviour on the way to and from school. The school has a duty to address issues like these as they affect the learning and safety of pupils. It is made clear to all pupils that if the way they behave outside school affects people at the school it becomes a school issue. The school expects parents/carers to support this stance.
- The school does not have a policy to screen pupils as they enter or leave the premises but the searching of class drawers/ trays or school bags by the head teacher is permitted. This policy is rarely used but it is an effective strategy when needed.

**Date of Policy**                      June 2020

**Date for Review**                    June2021



### Class Behaviour ABC Log

Child's Name:

Class

Date	A (What was happening before the incident)	B (The Primary Behaviour)	C (Consequence)



### Lunchtime Behaviour ABC Log

<b>Child / Date / Class</b>	<b>A (What was happening before the incident)</b>	<b>B (The Primary Behaviour)</b>	<b>C (Consequence)</b>