

Wilden V. A. Primary School

A Church of England School



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Behaviour Policy

Our School Vision

The mustard seed, the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.

Matthew: 13, v 32

In partnership with parents, governors, St Nicholas Church and community, we strive to ensure all children are embraced and nurtured. Our creative curriculum teaches our children to be generous, loving, resilient, inquisitive and courageous; enabling them to flourish as they journey through God's ever changing garden of life.

Introduction

The policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of all; this includes amongst staff e.g. in relation to a bullying or racist incident.

Aims, expectations and principles

It is a primary aim of our school that every member of the school community feels happy, valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all.

The school has three school rules for its pupils (see Pupils' Roles, Rights and Responsibilities). However, the primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices which are wrong (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) ie there are always different behavioural options (we don't accept / expect that some children will always behave in such a way) and;
- it avoids labelling children - instead, we refer to the choices we all make and that we should always try to make good choices.



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Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour. If we became complacent, many good choices could be taken for granted and many children who always make good choices could become 'invisible'.

Refer to *Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings* for important safeguarding procedures to which we all adhere.

Roles, Rights and Responsibilities

Refer to Equal Opportunities section, below: these statements are integral to all the responsibilities set out here. See also Appendices.

Pupils

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow three simple

rules to avoid wrong choices:

- follow instructions*
- keep hands, feet and objects to themselves
- use positive language (including body language)

Following instructions can include the '3-2-1-Stop countdown'; in our school, this means three things:

- silence
- empty hands
- eyes on the speaker

Class Teacher

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to reward and praise good choices in order to reinforce good behaviour (including following school rules) and positive relationships - 'catching' pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent).

With these principles in mind, specific responsibilities of the class teacher are to:

- praise children on individual / group basis (praise is very powerful), making explicit why: what rule they have followed, or what choice they have made
- follow our warnings system, making explicit why: always state what rule they have broken, and always record the incidents
- display in the classroom the consequences of their choices (both positive and negative; see *Consequences*, below) - this can help when you explain why you are praising / warning
- be consistent with all consequences
- treat each child fairly and with respect and understanding
- apply these principles, roles and responsibilities with their own class and around school
- be a positive role model by demonstrating positive relationships with everyone in school
- keep a record and any relevant notes if a child misbehaves and / or receives a warning
- having followed regular procedures and consequences, seek help and advice from a colleague

- liaise with external agencies, as necessary, to support and guide the progress of each child e.g. discuss the needs of a child with the education social worker or LA behaviour support service
- report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.

Support Staff

It is the responsibility of teaching assistants, office staff and all other adults in school to support the Head Teacher and teachers in meeting the above objectives. As with teachers, a key priority is to reward and praise good choices in order to reinforce good behaviour (including following school rules) and positive relationships. All staff should be proactive in 'catching' pupils behaving well and exclaiming about how well a pupil has behaved.

Head Teacher

In addition to the above, it is the responsibility of the head teacher to:

- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness (under the School Standards and Framework Act 1998)
- ensure the health, safety and welfare of all children in the school
- maintain record of all reported serious incidents of misbehaviour
- issue fixed-term suspensions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child; both these actions are only taken after the school governors have been notified.

Parents/Carers

The school works collaboratively with parents so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents immediately if we have concerns about their child's welfare or behaviour or if there is a pattern of regularly receiving warnings.

We expect parents to:

- be aware that we have school rules (often communicated to parents) and to support them
- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident / issue

If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Head Teacher, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Consequences

Positive consequences

Each teacher and their class develop their own systems of reward and praise, based on the overall school principles set out in this policy. This will include at least individual and class rewards and typically, especially with older children, group rewards to promote inter-personal relationships.

Some of the positive consequences for the good choices and good behaviour that children show are:

- regular verbal feedback to reinforce positive behaviour
- reference to good role models
- children are congratulated
- stickers or other small prizes / treats
- Golden Notebook Assemblies.

Sweets are never used as rewards; as a healthy school, we prefer to reward in other ways.

Our Friday Assemblies, are an opportunity to publicly celebrate the good choices children have made in school and to share some of the good work they have been producing. Also important is to celebrate achievements out of school in order to promote a wider range of interests and a broad outlook. The names of children who have been recognised in the Golden Notebook are also displayed on our Learning Platform dashboard and parents are sent a text message home to inform them.

Attendance is also rewarded. We give half termly certificates for good attendance and at the end of the year there is a special reward for all children who have achieved 100% attendance.

Negative consequences

Staff at Wilden VA Primary School employ consistently and clearly a hierarchy of negative consequences (our 'warnings') if a child breaks a school rule. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

We have a number of consequences, depending on the severity of the incident which we use if a pupil breaks a rule.

- A reminder about behaviour and choices
- Initials on board
- Five minutes off break
- A whole missed break

- Missing Golden Time
- Missed break and pupil sees Head Teacher
- Pupil sees Head Teacher and parents are informed

Serious misbehaviour (eg swearing, disrespect to staff, fight) is very rare at Wilden. Such behaviour would mean warnings are automatically by-passed to four or usually five warnings. Similarly, any pattern in warnings or consistent warnings means parents are contacted. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature ie we aim to remove the personal judgement so children understand and accept the school rules.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and may prevent the child from taking part for the rest of that session. The class teacher discusses the school rules with each class, and also creates a Classroom Code of Conduct as part of their New Beginnings SEAL work. This is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. (See Appendices.)

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff would only need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him / herself. The actions that we take are in line with government guidelines on the restraint of children.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of persistent misbehaviour. The class teacher records incidents; we also keep a record of serious incidents that occur at break or lunchtimes. The Head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

Racial incidents must be reported to the local authority; homophobic incidents are also recorded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Equal opportunities

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgemental way.

Fixed-term and permanent exclusions

Only the Head Teacher (or the Acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The head Teacher informs the local authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. A committee, made up of between three and five governors, considers any exclusion appeals on behalf of the governing body. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the local authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

A less extreme form of exclusion may also be considered: this may, for example, involve lunchtime exclusion or learning exclusion, where a pupil learns away from the class. School staff would consult with parents but do not need to report this.

This policy has been ratified by the Governing Body and will be reviewed as necessary.

Head Teacher V Young Date 20.03.18

Approved on behalf of the Governing Body A Parkin Date 20.03.18