

“Learning to Love God and Love our Neighbour as Ourselves.”



Behaviour Policy

Behaviour Policy
Date: May 2023
Review: May 2024

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Intent:

The Whitchurch Church of England Federation expects **ALL** pupils to display high standards of behaviour at all times. In doing so, we believe that the school environment will be more conducive to high quality learning and will have an ethos of respect and community. The following rules which have been produced by staff and pupils together, are applied by all pupils and adults to all aspects of school life:

- We show respect at all times for others and their thoughts, feelings and ideas and our property
- We pray to prepare us for school and life
- We show kindness to everyone
- We show courage in all we do
- We show compassion for others in our actions
- We show perseverance in our learning

We will seek to achieve these aims by:

- Adopting a positive Federation ethos which values individuals and reflects the Infant Christian values of love, kindness, honesty, peace, respect and trust together with the Junior Christian values of love, courage, compassion, creativity, responsibility and perseverance.
- Teaching through the curriculum Christian values, attitudes, knowledge and skills to promote responsible behaviour, self-discipline and respect for self, others and the world around us
- Ensuring a consistent approach by all members of the Federation team, who will act as positive role models at all times.
- Having high expectations of behaviour which are taught and modelled.
- Establishing a clear framework of expected behaviour which are reasonable and sensitive to pupil's needs using praise and rewards for good behaviour
- Involving parents in promotion of appropriate behaviour
- Recognising that on occasions some pupils may experience social, emotional or behavioural difficulties which may be a barrier to their learning

Values

At The Whitchurch Church of England Federation, pupils and adults adhere to a set of core values. These are the values which our whole school community endeavour to refer to in everyday exchanges. Our values and expectations are taught and reinforced throughout the year. Our school values are rooted in our **Love of God** and our love for our fellow human beings as taught in the story of the Good Samaritan.

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In writing this policy, it is acknowledged that reasonable adjustments will be made, where possible, for pupils with Special Educational Needs.

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REWARDS, INTERVENTIONS AND SANCTIONS:

REWARDS and INCENTIVES:

The Whitchurch Church of England Federation believes in positive reinforcement as its primary behaviour management strategy. The main rewards used at our school are:

Values Cards

Values Cards will be given out throughout the day by adults to reward children when they have demonstrated the values.

Team Rewards

Points are given for positive behaviour choices, for value recognition or for excellent work.

In Key Stage One: Children will work collectively in their classes to create success and build up the rewards for the whole team. At the end of each term, the teams will be rewarded based on the points collected.

In Key Stage Two: All children are assigned to one of the schoolhouses. At the end of each term, the teams will be rewarded based on the points collected.

Dojos

Pupils are able to collect dojos points linked to our values of school. Pupils can earn certificates for reaching certain milestones.

Principals Awards

Weekly awards given to pupils by the principal for demonstration of learning or values, during the Celebration Worship.

Stars of the Week

Weekly awards given to pupils by the class teachers for demonstration of learning or values, during the Celebration Worship.

My Golden Moment:

Children who have achieved outside of school are celebrated during the weekly Celebration Worship

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Afternoon Tea / Breakfast with the Principals

Children who consistently behave well will be rewarded with an end of term breakfast or afternoon tea with the principal team.

Whitchurch Rewards:

In addition to this, pupils at The Whitchurch Church of England Federation have chance to earn certificates and badges for developments in school and the community, examples of this are:

Badge 1: **Bronze for Infants and Silver for Juniors**

- Representing / taking part in a school or local event
- Keeping school tidy / service to others
- Participating in events for others relating to our Christian Values and Ethos
- A significant act of kindness or doing something for others. You could be doing something to make a difference in your community, speaking up for what you believe in, or helping a friend.
- Demonstrating you care about nature, the environment and sustainability and telling us what you do to help and look after our planet.

Badge 2: **Gold Leadership Badge**

- Demonstrating leadership skills in school e.g., House Captains, Chaplaincy Team, Sports Leaders, Prefects

INTERVENTIONS

The following interventions are provided by the school to support social, emotional & behavioural issues:

Lego Therapy

Lego Therapy groups focus on building peer interaction and social skills. These are skills that may be difficult for some children and these groups are designed to support the development of these skills. The groups can be a place to practice a variety of skills including Turn Taking, Eye Contact, Sharing, Waiting, Problem solving, Listening Giving/following instructions, checking on Understanding, Peer interaction/working as a team, asking for help/asking questions and developing verbal and non- verbal language.

Sensory Toys

Appropriate (taking into account size and materials etc.) sensory toys may help our children to focus better. There's so many different “fidgets” and each child will have their own sensory needs so not all “fidgets” will work the same for each child.

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ELSA

ELSA (Emotional Literacy Support) is run by a trained teaching assistant to deliver support for pupils in the following areas:

- Loss and bereavement
- Emotional Literacy
- Self-esteem
- Social Skills
- Friendship issues
- Relationships
- Managing strong feelings
- Anxiety and worries
- Bullying
- Conflict
- Emotional Regulation
- Growth Mindset
- Social and therapeutic stories
- Problem solving

1:1 Support with School Pastoral Team

Direct work means being still in oneself in order to respond to the chaos which the child may be experiencing in their mind. The purpose of direct work is to provide secure conditions for the child, so that the child can feel safe to express their feelings. Appropriate direct work will be implemented where appropriate.

Early Help

If a child receives multiple entries in the behaviour book on CPOMS, Senior Leaders and the Pastoral team will be informed and they will set up a meeting between school, parents and the child. Members of staff to attend the meeting will usually be the Family Support Worker and the class teacher, although this may vary according to the child and/or the issue that has led to the Early Help process being implemented. The meeting will be set up as soon as possible and will be an opportunity to openly discuss a child's behaviour and what can be done to support the individual to make a positive change.

Working with External Agencies

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, CAMHS, and medical practitioners and/or others, to identify or support specific needs.

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When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings where appropriate.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

SANCTIONS

Good discipline is essential for children to learn. In order to maintain a safe and effective working environment, we use a 'behaviour book' system and then this moves to CPOMs logs in which SLT. It is hoped, at any stage, that prior warnings will be enough to allow children to adjust their behaviour such that they do not require further sanctions, and this is done through the use of restorative conversations with class teachers, then the behavior lead, then SLT.

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Examples of Behaviour that Break the Golden Rules

<u>Level One</u>	<u>Level Two</u>	<u>Level Three</u>
Interrupting	Continuation of Level One behaviours	Continuation of Level Two behaviours
Swinging on the chair	Silly noises	Total refusal to complete work
Shouting out	Being rude/disrespectful	Refusal to do as asked by a member of staff
Out of seat	Answering back	Exiting the classroom
Distracting other pupils	Teasing other pupils	Leaving the school premises
Work avoidance e.g. sharpening pencils	Poor attitude to work/refusal to complete the task	Throwing equipment
Fidgeting and fiddling	Disruption of the lesson/learning for others	Hurting another pupil or adult
Being careless with belongings	Not following instructions	Destroying the environment
Not listening	Use of inappropriate language Inappropriate physical contact e.g., poking, flicking	Going under a table and refusing to come out
	Persistent rough play	Defiant behaviour

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Foundation Stage and KS1

1) Verbal warning x2

If negative behaviour persists:

2) A stop and think card is presented, with the intention that the child's behaviour improves, and the card is removed

If the behaviour continues, then the child will then be asked to spend their next break time with the member of staff who they have not followed instructions / guidance / disrupted learning. If this happens more than 3 times in one week, parents/carers will be contacted by the class teacher and informed.

3) Time out - Follow Behaviour Procedure

If an instance of disruption occurs (e.g. if a child is momentarily angry or upset in class) the class teacher may ask the child to take some time out (a few minutes of reflection) in the classroom, before necessarily continuing with sanctions as per the behaviour policy. For younger children this may take the form of a 'Time Out' area in the corresponding class where the child will be asked to reflect on their behaviour for a short time before re-joining their classmates with the ongoing activity.

If negative behaviour persists:

4) Behaviour Book entry.

Parents/carers will be informed by telephone and a meeting will take place with the class teacher and phase leader if appropriate.

Behaviour Book - Meet with parent

The behaviour book is used for children who cause persistent low-level disruption in class and have therefore moved along the scales of sanctions. In the event of a child reaching the stage of a Behaviour Book entry, parents/carers will be notified in writing and a meeting will be arranged. The child will spend their next session with a member of the senior leader team, reflecting on their poor choices. Depending upon the number of prior entries, this may initiate further intervention for behaviour support.

Entry into the behaviour book may on occasion also be used as a short, sharp warning for poor behaviour (e.g., refusal to follow instructions), in class and on the playground, when the offence is serious enough to bypass any prior warnings but not considered to necessitate a CPOMS entry. In such instance the behaviour book entry will still incur a meeting with the child's parent/carer.

A selection of the listed interventions must be in place to prevent a CPOMS Behaviour entry.

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5) CPOMs Behaviour Log- Phase Leader / SLT

The CPOMs Behaviour entry is used as a short, sharp warning for extreme behaviour (e.g., Violence), in class and on the playground, when the offence is serious enough to bypass any prior warnings. In such an instance a meeting will take place with the child's parent/carer to discuss a suitable consequence. SLT will meet with parents or carers to stress the elevation of the behaviour.

Higher level interventions must be put into place.

KS2

1) Verbal warning x2

2) Time out - Follow Behaviour Procedure

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KS2 Children who persistently fail to complete assigned work

Children who regularly fail to complete the work assigned for them within a lesson may be asked to complete this at home or at break time as a detention at the discretion of the class teacher in liaison with SLT. This would only occur when the work provided was within the capabilities of the child to complete and where the reason for failure to complete is due to negative behaviour.

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip. The PCSO will be used as a restorative tool to rectify out-of-school behaviour.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the principal will discipline the pupil in accordance with this policy.

Confiscation

Any prohibited items (listed below) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

- o Knives or weapons
- o Alcohol
- o Illegal drugs
- o Stolen items
- o Tobacco and cigarette papers
- o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Exclusions

The academy strives to not exclude any pupils. We will ensure that all interventions have been exhausted prior to exclusion. The academy and the LA will hold a 'Risk of Permanent Exclusion' and will refer to the LA and DfE exclusion guidance as below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

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Any exclusion will be reported in writing to the Chair of Governors and reported to the full governing body via the principal's report. After any fixed term exclusion, parents and the pupil will be expected to attend a reintegration meeting. Prior to exclusion the academy

Positive Handling

Members of school staff have a legal power to use reasonable force. The power applies only to members of staff at the school who are trained.

The academy has a specific team of staff who have Positive Handling training. This team, and method is implemented when all other avenues have been explored or where the situation is likely to escalate and for the safety of the pupil and others they need to be moved. It cannot be done by unpaid volunteers or parents accompanying children on a school organised visit.

School can use reasonable force to:

- Remove a disruptive pupil from the classroom where they have refused to follow an instruction
- Prevent a pupil behaving in a way that disrupts a school event or a school visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a disturbance in the playground
- Restrain a pupil at risk of harming themselves or others through physical outbursts

Staff Training

Our staff are provided with training in management behaviour, including proper use of positive handling as part of their continuing professional development. Any event in which reasonable force has been deemed necessary, will be recorded and logged in writing and parents will be informed.

Working with Parents:

Staff will always work in good faith when approaching parents to discuss concerns about a pupil's behaviour, and all actions taken will be under the remit of this policy.

Praise for positive behaviour will be shared with parents via the Class Dojo app.

We take the view that good behaviour from pupils is the product of a successful working relationship between school and the home, and to this end we will always seek to maintain clear lines of communication with parents in order to ensure that the behaviour of our pupils meets the standards that we expect. Correspondingly, we ask that parents also keep the school informed of any factors outside of the school day that may be affecting their pupil's behaviour. This is important, as it will enable us to keep an eye on any pupil who might struggle to behave

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to the required standard and, if necessary, make appropriate adjustments to their school routine. Such an adjustment might include alternative arrangements being made at lunchtime.

Any instances of unacceptable behaviour will always be communicated to parents by the class teacher, either in person at the end of the school day or, if that is not possible, by a telephone call.

Also, parents who wish to enquire about their pupil's behaviour in school are welcome to make an appointment in order to come in for an update. In most cases the best person to contact will be the class teacher, as this will be the person who is responsible for supervising the pupil on a day-to-day basis and will also be the member of staff best placed to discuss concerns with parents. It is anticipated that the vast majority of enquiries about behaviour will be swiftly resolved in this manner.

Where inappropriate behaviour persists over time without the desired changes taking place, despite the use of the sanctions described above, it may be necessary for the academy to request that parents come in for a regular timetabled meeting at set points during the week in order for a report to be given about their pupil's conduct. This may take the form of a discussion (with or without the pupil present) and may also involve the use of a home/school diary in order for parents and staff to track and record behaviour over time.

It will not normally be the case that a serious behavioural incident takes place during the school day that the academy remains unaware of. However, it is accepted that sometimes pupils can withhold from informing staff about behaviour during the day that has affected them and may instead disclose to their parents after the school day has ended. Concerns about more serious episodes of behaviour that parents may wish to make the school aware of can be made directly to a member of the Senior Leadership Team.

Bullying

Bullying is when the same student is repeatedly and deliberately harmed. The victim finds it difficult to defend him or herself against the perpetrator/s. The victim is the same pupil who is subjected over and over again to mean and hurtful actions by others.

'Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally'

(Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, 2011, Department for Education).

Bullying will not be accepted or condoned. All forms of bullying will be addressed. Further information is available in our Anti-Bullying Policy.

Radicalisation

Use of inappropriate language, possession of violent extremist literature, behavioural changes, the expression of extremist views, advocating violent actions and means, association with known

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extremists, seeking to recruit others. All staff in the Federation have received PREVENT training to identify early signs of radicalisation. Staff are also aware that any extreme behaviour, language or incidents related to radicalisation will be reported to the PREVENT team and investigated Further. See Safeguarding and Child Protection Policy and Preventing Extremism and Radicalisation Policy.