

# West Haddon Endowed C of E Primary School

## BEHAVIOUR POLICY

‘Where Happiness Promotes Success’

### OUR SCHOOL VISION

To ensure every child in our school has an outstanding education and develops the values and character to live life in its fullness contributing to society.

Jesus said: I have come in order that you might have life-and life in all its fullness. John 10:10

#### Our School Aims

1. To equip all children with attitudes, skills and knowledge to enable them to enjoy their childhood and serve as a foundation for further development
2. To place Christian values at the heart of everything we do
3. To provide a happy environment that is caring, nurturing and supportive for everyone involved in our school
4. To treat the children as individuals and encourage them to reach their potential
5. To maintain and strengthen our links with the wider community

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<b>Approved by:</b>	HT & Governors	<b>Last reviewed:</b>	September 2024
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We believe that children flourish and grow in an atmosphere of praise and encouragement and we develop pride in ourselves and our school community. In order to achieve this, certain standards must be fully understood and maintained. We actively seek to apply standards and uphold them at all times both inside school and outside of school. The standards are our school rules. The school rules have been adopted by the school community of children, parents, teachers and governors. These rules are displayed in every classroom and in prominent positions around the school to promote positive behaviour.

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping will be used both as a supportive activity, providing feedback to children on their progress and achievements, and as an indicator that the children's efforts are valued and that progress is important.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

### **Our School Rules**

We have four whole school rules which were derived through discussion with the children and which we expect every member of the school to uphold:

- 1. Up hold our Christian values**
- 2. Always try our best and stay positive**
- 3. Always use kind hands, feet and words**
- 4. Follow instructions first time**

We all have the responsibility to uphold and support these standards at all times. In this way the powerful influence of home and school working together will actively help and support our children.

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## **Expectations**

### **Staff will always:**

- Provide a consistent approach across the whole school.
- Model appropriate behaviour.
- Promote honesty and courtesy by example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the school.
- Ensure fair treatment of each individual, regardless of age, gender, race, ability and disability.
- Follow the agreed behaviour policy and support each other in doing so.

### **Children will be encouraged to:**

- Follow the school rules
- Follow our school values

### **We hope parents will:**

- Work in partnership with the school so children receive consistent messages about how to behave both at home and at school.
- Support and encourage their child's learning.
- Inform the class teacher should any concerns arise about behaviour.

### **The Headteacher will:**

- Implement the school behaviour policy consistently throughout the school.
- Ensure the health, safety and welfare of all children in the school.
- Celebrate examples of exemplary behaviour with the whole school.
- Support the staff in implementing the behaviour policy.
- Keep records of all reports of incidents of serious misconduct, with action taken.
- Deal with serious, unacceptable behaviour.
- Share an analysis of behaviour with Governors so that they can measure the impact of the policy across school.

### **The Governing Body will:**

- Reviewing and approve the Behaviour Policy
- Monitor the policy's effectiveness
- Hold the headteacher to account for its implementation

## **The Benefits of Good Social Behaviour**

### **For the children**

- Children need to know what is expected of them and how to realise the importance of the way they behave and how it affects themselves, their peers, their parents and their teachers
- They can work in a calm and quiet atmosphere, concentrating on their learning free from disruption from others
- They learn to care for each other and the importance of friendship. Our older children set a good example to our younger children
- They learn self-respect, develop self-confidence and increase self-esteem in school
- They learn to always try their best and feel proud of their achievements

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### **For the staff**

- With good behaviour from the children, teachers are able to teach what they have carefully planned and thus meet the needs of all pupils. Lessons are stimulating and exciting and free from disruption.
- Staff can spend more time with supporting children with their learning.

### **For the parents**

- They can feel confident that their children are learning in a positive environment
- Parents can build relationships with the school in order to work together to provide the best possible learning environment for their children.
- Parents will know that their children will receive guidance, support and encouragement to behave well.

### **Behaviour that we wish to encourage**

We all need to have a common understanding of what good behaviour is so that we can work together. It also needs to be age appropriate.

Behaviours we encourage, support and develop are:

- Honesty
- Self-discipline
- Respect for all adults, each other and property
- Appreciation of others
- Diligence in their learning
- Politeness
- Humility
- The ability to listen well to adults and peers
- The ability to express an opinion appropriately
- The ability to reconcile any differences
- Tolerance and understanding of others
- Patience
- Pride in achievement, academic and personal
- Cooperation
- A sense of calm both in the classroom and when moving around the school
- Personal tidiness
- Accept sanctions when given
- Care for the environment both inside and outside

This list is not exhaustive

### **Positive behaviour strategies**

The following strategies are used to manage behaviour:

- Listen to children
- Correct the action, not criticise the child
- School rules displayed clearly
- Be positive role models
- Be consistent in our expectations with all children
- Follow the 'Good to be Green' approach

- Praise good behaviour
- Give children jobs or responsibilities as appropriate
- Value children's ideas
- Reward positive behaviour with praise, stickers, and team points
- Have high expectations of all areas of children's work in school – behaviour, attitudes and academic work.
- Involve parents to help reinforce any actions undertaken to promote good behaviour.

### **Rewards**

At West Haddon Endowed C of E Primary School, we place a strong emphasis on rewards and privileges. We are aware of the importance of encouraging appropriate behaviour in school and different ways this can be achieved. We recognise the need to establish and maintain high standards of behaviour. Two ways to encourage good behaviour are through the use of praise and a system of rewards. We recognise and highlight good behaviour as it occurs.

We celebrate good behaviour by using a range and variety of rewards. These vary according to age of the children and could include:

- Verbal praise
- Extra playtimes
- Individual stickers
- Team points
- Table stickers
- Good to be Green cards
- Value stars
- Special jobs
- Helping in other classes
- Postcards sent home
- Choosing activities
- Class points
- Headteachers sticker

### **Behaviour which is unacceptable at our school**

We must all work actively together to discourage the behaviour that we do not wish to happen. We separate inappropriate behaviour into two categories: misbehaviour and serious misbehaviour.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude towards work or others.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules that lead to unreasonable high level disruption of children's right to learn
- Any form of bullying, intimidation, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy)
- Physical violence or verbal aggression directed towards an adult or pupil
- Use of object/weapons to hurt others
- Serious/ continued bullying incidents
- Intentional vandalism leading to damage of school property and resources

- Possession of 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)

### **Consequences**

When dealing with unacceptable behaviour we aim to maintain a child's self-esteem. It is the behaviour that is unacceptable never the child.

Strategies used:

- Check the child understands what is unacceptable
- Establish that the child knows that the behaviour was unacceptable and that it can affect others.
- Target strategies to avoid the same situation in the future.
- A consequence given which is related to the behaviour
- Involve parents to help reinforce any actions undertaken to deal with inappropriate behaviour

Typical consequences for misbehaviour:

- Repetition of task if not done satisfactorily
- A restorative conversation with an adult
- Reminders and warnings using the good to be green card system
- A yellow card and the loss of some breaktime
- A conversation with a parent and classteacher

Typical consequences for serious misbehaviour:

- A conversation with a parent and member of the leadership team
- Regular monitoring of child's behaviour record using CPOMs
- Behaviour monitoring charts
- A restorative conversation when the child is calm
- Missing breaktimes for longer periods of time
- Removal from the class or playground for a set period of time
- Removal from the class or playground with a reintegration plan
- Phased reintegration into the classroom or playground
- Suspension
- Permanent exclusion

### **Removal from the Classroom or Playground**

Removal from the playground or classroom is a serious sanction and will only be used when all other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. We use removal for the following reasons:

- To maintain safety for all pupils following an unreasonably high level of disruption
- To allow the pupil to regain calm in a safe space
- To enable the pupil to be taken to a place where their learning can be continued in a managed environment.

When a child has been removed from class, they will be guided to a safe space. Work will be planned for and provided by the class teacher to ensure that the child continues to learn. The incident will be recorded using CPOMS and parents will be contacted promptly. Where removed children do not calm down, are unable to continue their work and continue to exhibit serious and unsafe behaviours, despite a range of strategies being attempted, school will phone parents to support with calming the child down. This will also help to restore stability for other children attending school.

### **Suspensions and Permanent Exclusions**

In order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and their behaviour seriously impacts the education or welfare of others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following the suspension, the pupil and parents will meet with the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Permanent exclusion is seen as a very last resort after all reasonable steps to avoid exclusion have been put into place. Permanent exclusion should only occur when risk assessment indicates that to allow the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils and/or staff at the school.

A child may be suspended or permanently excluded for:

- Physical assault against a pupil or adult
- Verbal abuse/threatening behaviour against a pupil or adult
- Persistent bullying
- Racist abuse
- Sexual misconduct
- Serious damage to school property
- Persistent disruptive behaviour
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited.

All exclusions and suspensions will be completed in accordance to the latest DFE guidance for maintained school, recorded on children's school record and reported to West Northamptonshire Local Authority.

### **Inclusion**

As a school we recognise that everyone unique. For our school, this means responding to the different talents and needs of all our children so that they can achieve their true potential. Reasonable adaptations are made for children who struggle to make good choices. All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach.

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Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents. There can also be a number of reasons for children to struggle with positive engagement and this can lead to different responses, such as: freeze, fight, flight or submit. There needs to be a tailored approach to supporting children who present with challenging behaviours. Where necessary, outside agencies may be brought in to support the child for example Early Help, play therapy, behaviour support from an advisor and counselling. When children struggle with their behaviour, we are committed to working with both the child and the parents in a variety of ways. Every child is different and unique and we continue to find new ways to support different children in different situations. When children are struggling with challenging behaviours, it is essential for parents to work with the school and outside agencies to address it.

Our school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider this in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include short, planned movement breaks for a pupil with SEND who finds it difficult to sit still; seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher; training for staff in understanding conditions such as autism and use of calm spaces where pupils can regulate their emotions during a moment of sensory overload.

### **School Attendance and Part-time time tables**

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time time table to meet the individual pupil's needs, for example a part-time time table may be considered as part of a re-integration package.

A part-time time table will not be treated as a long term solution. Any pastoral support programme or other agreement must have a time limit by which point the

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pupil is expected to attend full-time or be provided with alternative provision. The legal requirement is that a child resumes full time education by fourteenth week. This will only be considered when all other strategies have not been successful and to avoid future suspensions or permanent exclusion.

### **Prohibited Items in School**

Items that should not be in school include:

- Any items that are potentially harmful to any member of the school community should not be brought to school. If there are any doubts about an item, students or parents/carers can check with the class teacher.
- chewing gum
- fizzy drinks including high energy drinks
- glass bottles including perfume bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- aerosol cans including deodorants
- correction fluid such as Tippex
- permanent marker pens
- makeup
- unnecessary money
- expensive items
- Cigarettes, vapes, matches and lighters
- fireworks or "snaps" containing gunpowder
- mobile phones except for Years 5 and 6 children with permission to walk home alone and they must place the phones in the office for safe keeping during the school day. Children with type 1 diabetes may also need phones on them for medical purposes but this must be agreed by the headteacher first. For safeguarding reasons, mobile phones must not be used by children on the school premises
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment
- 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)

This is not an exhaustive list.

### **Confiscation**

Any prohibited items found in a pupil's possession may be confiscated. These items will be returned to the parents/carers unless it is an illegal item where advice from Global Policing or the police will be sought. We will also confiscate any item that is harmful or detrimental to school discipline.

### **The Use of Reasonable Force (In line with DfE advice July 2013 Use of Reasonable Force)**

Our school has a duty of care to both pupils and staff and staff have a duty of care to protect pupils and to take action to prevent the cause of harm. Reasonable Force is only used when it is completely necessary in order to keep people safe

and should be reasonable, proportionate and appropriate. When using reasonable force, the school has a legal duty to make reasonable adjustments for children with disabilities and children with SEN. School does not need parental or carer's consent. Reasonable force is needed when there is a real risk of harm towards a pupil or member of staff.

Reasonable force covers a broad range of actions and involve a degree of physical contact to control or restrain children. We define reasonable as using no more force than is needed. Examples of situation requiring reasonable force include:

- preventing a child from committing an offence
- Preventing a child from injuring themselves or others
- Preventing a child from damaging property
- Maintaining good order and discipline at the school or among pupils

When reasonable force is used our school will record what has happened in our numbered and bound book. This record will include:

- The behaviours associate with the incident
- Who witnessed the incident
- the type of techniques needed

Our school will ensure that parents/carers are informed as soon as practicable.

### **Behaviour outside of the School Premises**

As a school we sometimes follow up behaviour and give sanctions to children for misbehaviour outside of school premises.

Sanctions will be given by school for:

- Misbehaviour on school organised or school related activities
- Misbehaviour within before or after school clubs
- When travelling to or from school
- When wearing school uniform
- When misbehaviour has repercussions for the orderly running of the school
- Serious behaviour which poses a threat to another pupil
- Misbehaviour which may adversely affect the reputation of the school

The school's response to this behaviour in terms of strategies and consequences will be in the same way as if it had happened in school.

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