

# Behaviour Policy

*Incorporating Written Statement of Behaviour Principles*

## Long Wittenham C.E. Primary School



*This policy supports the school vision  
Caring For Others And Courageously Striving For Excellence*

**Last reviewed on:** 10<sup>th</sup> September 2021

**Next review due by:** July 2022

### WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

#### Introduction

The Education and Inspectors Act 2006 and DfE guidance (Behaviour and discipline in schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour. This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher. The Governors at Long Wittenham Primary School, believe that high standards of behaviour help to enable children to reach their full potential in all aspects of their school life.

At Long Wittenham Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by our core values of compassion, resilience and trust. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up and implementing the Behaviour Policy by stating the principles that the Governors expect to be followed.

#### Principles:

1. We want all children, staff and visitors to understand they have the right to feel safe, valued and respected at all times at school.
2. We want to create a school environment where children are able to learn free from the disruption of others.
3. Long Wittenham Primary School is an inclusive School. All members of the school community should be free from discrimination of any sort. Measures to protect members of the community from discrimination should be set out in the Behaviour and Equality policies.
4. We expect staff, governors and volunteers to set an excellent example to pupils at all times
5. We expect the Behaviour Policy to be communicated to and understood by pupils and staff.
6. Our Learning Behaviours should be clearly set out and displayed around school.
7. Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.

8. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
9. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil and the Headteacher is expected to use their discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
10. The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
11. The Governors expect pupils and parents to cooperate to maintain a positive environment for learning
12. The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy and that reasonable force should only be used as a last resort.
13. Governors expect staff to help pupils to reflect on and take responsibility for their actions.
14. Governors expect families to be involved in behaviour incidents to foster good relationships between the school and pupils' home life.
15. The Governors want to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution

## **BEHAVIOUR POLICY**

### **By implementing this policy, we aim to:**

- encourage everyone in the school community to take responsibility for our own behaviour
- establish a consistent approach to behaviour throughout the school
- nurture good behaviour that reflects the vision and values of the school

### **Children will:**

- follow the on-site School Rules READY RESPECTFUL SAFE
- uphold the school values
- understand the consequences of less than good behaviour (Behaviour Policy)

### **Code of Conduct Recognition Board**

- In each class children's names are written on the board in recognition of code of conduct school values behaviours

### **Independent Learner Award Stickers**

- Children nominate each other for Independent Learner Awards
- Class teachers allocate stickers and complete weekly class records of awards to individual pupils
- Recipients of the awards are celebrated in Friday worship

### **Class Cups**

- Teachers award a **Class Cup** to an individual pupil in recognition of exemplary Independent Learner behaviours or School Values behaviours each long term (3 times a year)

### **Star of the Week**

- Teachers select one pupil as **Star of the Week** in recognition of independent learner behaviours

### **Head Teacher Hot Choc Fridays**

- Teachers nominate pupils for Head Teacher **Hot Choc Fridays** to celebrate *Wow you really did your best!*

## Postcards home

- Teachers send **Postcards Home** to the parents of individual pupils in recognition of behaviour that is consistently over and above expectations

## Consequences of less than good behaviour

- **Step 1:** Remind the pupil about the School Rules, **READY RESPECTFUL SAFE**, allow pupil time to reflect and make the right choice or redirect so that good behaviour is there.
- **Step 2:** Take minutes off playtime to reconsider and reflect on choices made in relation to the school rules, **READY RESPECTFUL SAFE** (up to 10 minutes). If the behaviour occurs during playtime, the pupil will stand next to the supervisor instead of playing. A Behaviour Incident Record may be completed by the member of staff (Appendix 1). This may include a Pupil Reflection Record completed by the pupil (Appendix 2).
- **Step 3 (repeated incidents or a serious incident):** As Step 2 followed by an internal exclusion (the pupil working in a class other than his/her own for a fixed period); an email Behaviour Alert (Appendix 3) will be sent to parents. In some very serious cases a temporary or permanent exclusion may be necessary; in these circumstances Local Authority guidance will be followed.

**Pupils in YR:** These consequences apply to all pupils in the school. In most cases, instances of less than good behaviour involving pupils in YR are managed effectively using Step 1 of the consequences list and in partnership with parents.

## Parents will:

- follow the on-site School Rules **READY RESPECTFUL SAFE**
- encourage children to follow the School Rules and uphold the school values
- co-operate with school staff to help their children understand the consequences of behaviour
- inform school staff of any changes in home circumstances that may affect their child's behaviour


## Teachers and TAs will:

- follow the on-site School Rules **READY RESPECTFUL SAFE**
- model good behaviour and School Values
- implement the Behaviour Policy, communicate effectively with parents
- teach pupils to take responsibility for their behaviour, look for opportunities to praise good behaviour
- refer to School Rules and School Values in PSHE lessons
- develop personalised support plans to encourage good behaviour for individual pupils if necessary


## Governors will:

- follow the on-site School Rules **READY RESPECTFUL SAFE**
- model good behaviour and School Values
- monitor the effectiveness of the Behaviour Policy

**Appendix 1**

<b>BEHAVIOUR INCIDENT RECORD</b>	
COMPLETED BY	
DATE/ TIME	
Name of victim(s)  Name(s) of perpetrators(s)	Mark each <input type="checkbox"/> bullying <input type="checkbox"/> prejudice related <input type="checkbox"/> pupil or adult with disability involved <input type="checkbox"/> pupil with SEN involved
What happened?	
Action taken and by whom	
School Rule discussed with pupil(s)  <input type="checkbox"/> Ready <input type="checkbox"/> Respectful <input type="checkbox"/> Safe  Further action to be taken and by whom:  Signed (adult)	

**Appendix 2**

<b>PUPIL REFLECTION RECORD : TIME OUT TO THINK</b>	
<i>Name</i>	
<i>Date</i>	
<i>How are you feeling?</i>	
<i>Who else was involved?</i>	
<i>How is he/she feeling?</i>	
<i>What happened?</i> <input type="checkbox"/> <i>not ready</i> <input type="checkbox"/> <i>not respectful</i> <input type="checkbox"/> <i>not safe</i>	
<i>What will you do differently next time?</i>	
<i>How will you feel when you do this?</i>	

*Teacher signature*

### Appendix 3

## BEHAVIOUR ALERT

Name of child:

This message represents **Step 3** of the **Consequences** outlined in **the Behaviour Policy 2021**. Your child's behaviour today did not meet our expectations of good behaviour; s/he did not follow the **School Rules READY RESPECTFUL SAFE**.

Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Incident:

Class teacher:

Please discuss your child's behaviour with her/him at home.

The following action has been taken:

- A behaviour record has been filed with the headteacher
- S/he has missed part of/all of break/lunch break
- S/he has had an internal exclusion (worked in a different classroom)
- Other: