

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: September 2022

Next review due by: September 2023

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 their 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 behaviour that falls below expectations (Behaviour Policy)

Code of Conduct Chart

- Each class has a Code of Conduct Chart to set the baseline expectation, reward and reinforce positive behaviours.



Star of the Week

- Teachers select one pupil as **Star of the Week** in recognition of the focus learning behaviour of the week.

Marbles

- Marbles are given to whole classes for good behaviour and attitudes to learning. They are collected in Celebration assembly on Fridays and when the school jar is full the whole school get a reward.

Consequences of Less Than Expected 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:** Move to purple on the Code of Conduct Chart. If the behaviour occurs during playtime, the pupil will be spoken to and given a warning (depending on severity).
- **Step 3:** Move to Navy blue on the Code of Conduct Chart. The child will miss play time (up to 10 minutes at teachers' discretion), during this time the child may complete a Pupil Reflection Record (Appendix 1) considering the school rules **READY RESPECTFUL SAFE**. This is logged in a folder in class folder. If this is a regular (6 times) occurrence or repeated behaviour parents called in to discuss next steps.
- **Step 4:** For more serious behaviour a Behaviour Incident Record (Appendix 2) is completed and logged on CPOMS. The child will also complete the Pupil Reflection Record (Appendix 1) and this will also be logged on CPOMS. Parents are called straight way to discuss next steps (e.g., a behaviour plan).
Repeated lower-level behaviour will be logged on CPOMS when a call is made to parents. Every time behaviour is logged on CPOMS the DSL and DDSL must be notified. For extreme behaviour skip to step 5.
- **Step 5:** As a last resort and at the discretion of the Headteacher internal exclusion (the pupil working in a class other than his/her own for a fixed period); and in some very serious cases a temporary or permanent exclusion may be necessary; in these circumstances Local Authority guidance will be followed.

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

PUPIL REFLECTION RECORD : TIME OUT TO THINK	
<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 2

BEHAVIOUR INCIDENT RECORD

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)	

