



Wycliffe Church of England Primary School

Behaviour Policy

Approved by the governing body: TBC

To be reviewed on: TBC

At Wycliffe C of E Primary School our core values of respect, acceptance and inclusivity permeate all that we do. Our behaviour policy is underpinned by our shared Christian values of love, friendship, kindness, trust and forgiveness and by our commitment to care for each other and to grow and learn together in a safe and stimulating environment.

High expectations are central to the all of the school's work.

We believe in being positive and foster and promote a can-do attitude and approach!

At Wycliffe, we recognise, respect, value and celebrate difference.

We are also committed to ensuring that all members of our school community have every opportunity to be successful and achieve well.

These principles are encapsulated in our unique '**All equal – All different**' charter mark which is proudly displayed in our classrooms. The charter mark demonstrates each class's commitment to embracing difference, equality and respect and recognises how well they are learning to live, work and play together productively.

Our behaviour policy is intended to support all members of our school community - staff, pupils, parents and governors and overall promote their best interests and secure their well-being by working together.

Learning at Wycliffe School supports the development of personal qualities and positive attitudes among pupils and subscribes to the following aims:

- To encourage pupils to co-operate with one another, with staff and with other members of the school community.
- To help pupils develop self-discipline and support their growing sense of responsibility for their own actions.
- To help pupils to achieve a positive self-image and provide experiences which nurture a sense of care and responsibility towards others.
- To provide an environment which fosters independent decision making by the children and allows for the growth of resilience.
- To use positive feedback to empower children to succeed, allowing them to experience a sense of satisfaction about their achievements by rewarding improvements and effort.
- To encourage consistency and a feeling of common purpose among staff.
- To use a range of strategies to support, value and reward positive behaviour whilst allowing children to experience the consequences of poor choices in a supportive atmosphere where mistakes become key learning opportunities.

-3-Positive Behaviour Expectations

At Wycliffe we have five key behaviour expectations, which are prominently displayed around school and which apply to everyone and underpin our approach to every situation. Key words/phrases are underlined to help the pupils remember and understand what is expected of them. These expectations are valid throughout the school day: during lessons; at playtime; at lunchtime and when participating in any school activity including trips out.



Staff at Wycliffe encourage pupils to achieve these expectations by:

- Being positive role models themselves;
- Explaining and demonstrating the behaviour we wish to see;
- Consistently encouraging and praising children when they get things right and live up to our school expectations;
- Recognising and highlighting positive behaviour as the 'norm' – never taking it for granted;
- Sharing our pride in the children's behaviour and attitudes with their parents;
- Providing a range of stimulating, challenging and engaging activities to give children the tools to succeed.

Safety at Wycliffe

Our behaviour policy is intended to support the safety and well-being of staff, children and visitors and our overall approach to safeguarding children at the school.

Shared and effective daily routines enable children to move around school safely and sensibly at all times.

Quiet voices are used in the corridors/shared spaces around school and children walk calmly and slowly on the left hand side of the corridors.

Our staff have collective responsibility for the behaviour of all children and will respond to any situation immediately where a pupil's safety is an issue. .

Rewards

Rewards are referenced to the whole school expectations so that children always know why they are being rewarded. We show children that we value their co-operation and positive behaviour choices in the following ways:

- All adults maintain positive attitudes in all their dealings with children;
- Daily 'shout-outs' will be given for promoting our school expectations. These will be communicated to parents via text or planner;
- Certificates for good work and effort presented in a weekly key stage celebration assembly to which parents are invited;
- Lunch time tokens awarded for helpful attitudes at lunch time. The winning class will be given some extra playtime;
- Special events for 'Always Children' are planned for each term for children who consistently follow the school's behaviour expectations and never require a consequence. The School Council will be involved in planning the events.

Rewards for Good Work and Positive Behaviour/Attitude

Every pupil belongs to one of four 'houses' or teams, named after local inspirational people.

Children collect stars or smiley faces for their house throughout the week which are recorded on a chart in the classroom. These stars/smiley faces are added together to create a weekly total for each house. The winning house is awarded 4 points; 2nd place 3 points; 3rd place 2 points and 4th place 1 point (to eliminate the issue of some teachers giving more house points than others).

The winning house each week will get some extra playtime and the points will be coloured in on the giant score board in the hall so that everyone can see how their house is doing during assemblies. The winning house each half term will earn a bigger treat e.g. party/film session/trip etc.

Conduct - Improving Behaviour.

We want everyone who comes into our school each day to behave well and show respect and kindness to others.

New children and their families who join our school community will have this policy explained to them by their class teacher, when they join the school. New members of staff will be trained to use our systems of rewards and sanctions as soon as they join the school.

Restorative Practices/Approaches

We want to help children improve their behaviour. Research shows that punishing children does not do enough to improve or change behaviour. We will use restorative practice to challenge children to think about their poor choices; the impact they have on other people and themselves. We help children to understand that their behaviour was harmful to other people and to themselves. We help them to think about what they could do to make better choices next time.

Restorative practice also helps children who have been affected by negative behaviour. It helps them express how they feel and it helps them see that something is being done to repair the harm that was done and to make things right.

Examples of Restorative Questions

We use questions with children who have done harm to others and with those who have been

To those who have caused harm to others we ask;

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

To those who have been harmed by others we ask;

- What happened?
- What did you think when you realised what had happened?
- What have been your thoughts since then?
- What has been the hardest thing for you?
- What do you think must happen now?

harmed.

Restrictive Physical Intervention.

Physical intervention is rarely used at our school. Some of our staff have received appropriate training and we follow all relevant guidelines and the law if it is necessary to use physical intervention. It is never used as a punishment. The decision on whether or not to physically intervene with reasonable force is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. (DfE July 2013). Every member of staff has the power to use reasonable force.

Bullying.

Everyone has the right to be treated with respect. At Wycliffe we actively promote positive relationship and do not tolerate bullying at our school. Bullying hurts. No one deserves to be affected by it. Bullying has the potential to damage the mental health of a victim. Anyone who is bullying needs to be helped to learn better ways of social behaviour. At Wycliffe we teach our pupils how to behave well.

In our school we have a focus on anti –bullying and we use a variety of methods to support children in understanding the consequences of bullying. This is done through teaching our school values in assembly times, PSHE and Citizenship lessons and through social, moral and cultural development within the curriculum. We teach the children to protect themselves from cyber-bullying. We hold an Anti-bullying week every autumn.

Our Behaviour System sets out actions that will be taken in response to incidents of bullying. We use restorative practice to make things right and help children who bully to make better choices in their social behaviour.

The school has an Anti – bullying policy. Please refer to it for further detailed information about bullying and the strategies we use to deal with bullying incidents.

Consequences

The aim is not only to respond to unwanted behaviour but to ensure that incidents are RESOLVED for all parties – including staff and parents.

Whilst the emphasis lies firmly on the positive, there are always situations which require children to recognise the negative consequences of their actions and to make amends. Consequences will be applied with consistency and fairness at all times.

The following steps will be followed, all of which focus on encouraging and enabling the child to take responsibility for its mistakes and to begin to make reparation to anyone who has been adversely affected.

Staff must respond to incident of unwanted and unacceptable behaviour.

It will be up to teachers' judgement when to move from one step to another – this will take into account the age and any special needs the child may have.

Stage	Description of Consequence	Reparation	People Involved
C1	Verbal warning and explanation from adult of why the behaviour is unacceptable	Unacceptable behaviour will cease.	Class Teacher/TA
C2	Time out within class.	Child will give up some of their time at playtime/lunchtime to 'put things right' (encouraging the child to link cause and effect). This MUST always be done in a relevant way e.g. tidy up something they have messed up or complete work they have not done because they were not concentrating).	Class Teacher/TA
C3	Behaviour monitoring/plan within class to be agreed with SLT and shared with parents weekly.	Targets to include reparation.	SLT and class teacher. Parents to be informed.

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Consequences (cont.)

Stage	Description of Consequence	Reparation	People Involved
C4	Time out in another class	Child will give up some of their	SLT to be

	Behaviour plan to be reviewed – in school support to be increased e.g. learning mentor time.	time at playtime/lunchtime to ‘put things right’ (encouraging the child to link cause and effect). This MUST always be done in a relevant way e.g. tidy up something they have messed up or complete work they have not done because they were not concentrating).	informed Parents to be invited in from meeting. SENDCO to support with behaviour plan.
C5	Child/SLT to invite parents to a meeting (age appropriate) with the HT. Any additional needs the child may have to be reviewed, external support put in place or referrals made. Behaviour plan to be changed to a daily report to be shared with parents and regularly reviewed by SLT.	Child makes a written apology or does something tangible to help anyone who has been adversely affected by their behaviour.	Meeting with parents, HT and SENDCO

In rare cases where the safety or well-being of a member of staff and/or a pupil are seriously threatened, teachers will use their professional judgement to give an immediate C4 or 5 depending upon the situation. In this case an SLT member should be informed without delay and incident logged on C Poms.

A log of all incidents which reach C2, 3, 4 or 5 will be kept by class teachers. Three incidents at C2 level within two weeks will trigger a move to C3 and the appropriate action for that stage to be taken. SLT must be informed when a letter is sent home or an appointment is made with parents to discuss a behaviour issue. In cases of consistently poor behaviour, a child can be put on report. This means that parents are notified daily of their child’s progress and attitude. The book is signed by a parent at home each evening and brought back to school each day by the child.

Exclusion

Exclusion is only used as a last resort when all other options have been exhausted. We follow the DfE’s exclusion guidance in all instances.

Implementing the Positive Behaviour Policy

All staff at Wycliffe will do all they can to support and encourage children to make positive choices with regard to their behaviour. The following will be an integral part of our approach to every situation:

- **Positive encouragement:** we will make it clear to children what we would like, rather than dwelling on what we do not want to see. Every effort will be made to maximize the positive and minimize the negative.
- **Positive rewards** (see above): these will be used consistently and frequently to give children a clear incentive to behave well.
- **Special arrangements:** targets for particular children will be agreed between child and teacher and communicated to the wider staff to ensure that all children have a realistic chance to succeed.
- **Celebrating the good things:** children will be brought to visit SLT members to celebrate good work, positive attitude and exceptional effort.

- **Giving the child a chance to succeed:** by deliberately setting up learning and social situations whereby the child can be successful.
- **Looking for the positive:** we will look for chances to praise rather than seizing upon opportunities to criticize.
- **Good publicity:** whenever possible we will create and utilize opportunities to showcase positivity e.g. showing assemblies, good news board etc.
- **Talent and ability:** most children can succeed in something. We will ensure they are given the opportunity to do so.
- **Establishing positive relationships:** try to 'get to know' the child and probe below the surface. Stronger relationships will enable teachers to better support the children with their behavior.
- **Encouraging self-control:** children need to learn over a period of time that they are responsible for their own actions. Children need sensitive help and encouragement in working towards methods of self-control.
- **Teaching social and inter-personal skills:** some children require considerable help in developing these skills in order to develop appropriate relationships with adults and peers.
- **Support for emotional children:** we will always be available to listen to these children. We will work to help them put their emotions into words and discuss them constructively. We aim to provide warmth and acceptance, whatever the issue.
- **Involving parents positively:** we ask parents to re-inforce and support what takes place in school. If necessary, we will work to support and/or change parental expectations and attitudes where children are being over-criticized. We will feedback to parents regularly.
- **Using 'social engineering':** we will sometimes place a child with particular pupils to act as a model and/or friend. In some cases each child will record the positive achievements of the other, promoting peer support and friendship.
- **Matching the task to ability:** we will make sure expectations of children are reasonable and that the child is neither bored by being under-stretched nor over-faced by a task which is too difficult.
- **Teaching through existing interests:** by getting to know the child it may be possible to promote learning by exploiting a particular interest.
- **Avoiding confrontation whenever possible:** we aim to defuse crisis situations by avoiding over-reaction while still maintaining authority. There are considerable skills in being assertive without being aggressive and in communicating warmth as well as authority and these are valuable skills to model. This tactic of a warm but dominant and unflustered teaching style is usually the most effective.
- **Improving the child's self-esteem:** we will arrange for some acceptance and approval from adults and peers who are significant to the child. Self-confidence comes from feelings of competence, mastery and achievement. If a child is not experiencing such feelings they may feel vulnerable, anxious and not able to give their best.

Monitoring and Review

This policy will be under constant review to ensure that it remains fit for purpose and that it fully supports school development priorities. It will be shared on a regular basis with staff and its effectiveness will be frequently monitored and reviewed. Behaviour incidents will also be regularly monitored in order to identify both children/groups who require additional support and to look for any patterns in behaviour which may be linked to school routines or procedures. When an issue is

detected, action will be taken immediately to ensure that safety is maintained and Wycliffe's behaviour expectations are reinforced. Serious behaviour incidents will be logged and reviewed regularly by SLT.

Conclusion

The central ethos of our behaviour policy at Wycliffe is one of positivity, acceptance and justice. We will always explain why and guide and support our children to make positive choices.

Consequences will be used sparingly, meaningfully and with compassion.

On the very rare occasions that the strategies outlined above do not work with a particular child and especially in cases where the safety, security or well-being of other pupils and/or staff is threatened further action will be taken. For further guidance please see our positive handling policy.

Links to Other Policies/Documents:

- School Child Protection and Safeguarding Policy;
- Keeping Children Safe in Education;
- Staff code of conduct;
- Positive handling policy;
- SEND policy.