

Wycliffe Church of England Primary School

Behaviour Policy

Approved by the governing body:

To be reviewed on:

**Rationale**

For effective learning to take place, it is essential that the children are in a happy, secure and ordered environment. To this end Wycliffe C of E Primary School operates a positive behaviour system, based on targeted praise and rewards adapted from the ‘Good to be Green!’ scheme. Positive behaviour is modelled by **all** staff and adults in school and the strong ethos of high behavioural expectations and Christian values permeates to the children. If staff have any concerns about another member of staff’s attitude towards behaviour management (see linked policies) they should bring them without delay to a member of SLT who will take the appropriate action.

**Aims**

* To ensure the safety of all pupils within school and give full regard to the

Safeguarding and Child Protection Policy and procedures.

* To develop and maintain a friendly and caring atmosphere where children and

adults work together with respect and consideration towards each other.

* To develop responsible behaviour and self-discipline.
* To create a safe and orderly environment for effective learning to take place.
* To promote respect for the school building, equipment and other people’s

belongings and the wider community.

* For staff to have the appropriate information and support to enable them to deal with incidents in a fair and consistent manner.
* For children, staff and parents to actively support the policy.

The behaviour we encourage in school has been summarised in six golden rules.

These rules are displayed around school so that everyone is fully aware of expectations. The rules are reinforced during assemblies, circle time, class discussions and through the school council. They will also act as a point of reference when discussing behaviour with individual children and parents.

We use the slogan ‘Golden Rules Which Make Us Smile’ to encourage children to make the link between following the rules and making themselves and others feel happy. Children observed actively following these rules will be given smiley faces which build up to earn them a reward (see later in the policy).

**Golden Rules**

* We are kind, polite, helpful, and aware of others’ feelings.
* We listen carefully to others without interrupting them.
* We respect our school environment and look after our own and others people’s belongings.
* We work hard and help others to do the same.
* We always tell the truth.

**Christian Values**

Assembly themes focus on Christian values and encourage the children to be the

best people they can be. Where appropriate and when dealing with behaviour issues,

staff should refer to these values and how children should have managed their own

behaviour and what steps need to be taken to put the situation right.

**Positive Behaviour Management**

To encourage responsibility for their own good behaviour, there is a series of rewards

in place.

**Smiley Reward System:**

When children are observed making a positive choice by following our golden rules, working hard or impressing their teachers in any other way they can earn one or more smileys. These smileys come in the form of a stamp in the child’s home-school diary so that parents/carers can share in their children’s achievements. Staff in school collate the stamps and keep a record of how many smileys each child has earned. All the children are then placed in a league according to the number of smileys they have achieved with the three highest scoring children in each class being placed in the Premier League and the others in the Championship, League 1 or League 2. Each child’s achievement is then celebrated in the form of an end of year reward with those in the Premier League being given the most impressive treat. This system fits perfectly with our belief at Wycliffe that all children should be rewarded for their efforts but that those children who consistently follow the rules and make positive choices should be able to earn an additional reward.

**It’s Good to be Green!**

For those children who find following the golden rules a little more challenging, there is a clear system of support in place. As stated earlier, we have high expectations of behaviour at Wycliffe and do not tolerate any disruption to learning. The process for dealing with ‘low level’ disruption is outlined on the next page of this document.

**Process for Dealing With ‘Low Level’ Disruption**

* **Official warning given** – staff will remind children that the next step is a yellow card.
* **Yellow card given** – a record of yellow cards will be kept by the class teacher and this information will be added to the pupil progress proforma so that it can be analysed and any effect on the child’s attainment/progress can be swiftly identified.

Yellow cards can be returned to green before the end of the day if the child shows considerable effort to improve his/her behaviour and/or put the situation right.

* **Further official warning given** – staff will remind children that the next step is a red card.
* **Red card given** \*– this is recorded in the child’s planner for parents to see and a lunchtime detention follows at the earliest possible opportunity. Red cards/detentions should also be recorded on C Poms so that they can be analysed for patterns of behaviour/triggers to be identified.
* **Three Red Cards given in half a term** – parents to be brought in for a meeting with a member of SLT and a behaviour plan to be put in place for the following half term with clear targets for how the behaviour needs to be improved. At this point, all other factors should be fully explored eg. any issues/changes at home, any SEND needs or any unmet social and emotional needs which may be contributing to the behaviour.
* **No improvement?** - If the behaviour Plan does not result in a significant improvement further steps will be taken eg. referral to specialist agency, assessment of SEND/behavioural need etc. Again this will be done in conjunction with the parents/carers.

\*NB: In cases where unprovoked and serious violence or abusive behaviour occurs towards another child or adult in the school, or a child’s behaviour results in themselves or others being put in significant danger, an instant red card can be given. In this case the child would be brought immediately to a member of SLT and parents would be informed.

These steps are clearly displayed in all classrooms alongside the golden rules.

**Class Rewards**

Any class that has everyone on green (no red cards given all week and all yellow cards turned back to green by 3 pm each day (see above)) at the end of the week will be awarded a 15 minute treat to be chosen by the class and completed at a time most convenient to the teacher. This could be golden time, extra playtime, a 15 minute game, a TV slot or any other treat agreed by the class. The class could also opt to ‘save up’ their 15 minute slots to have a longer treat eg. a film screening at the end of each half term. The exact nature of whole class rewards can vary from class to class as agreeing this forms a vital part of the induction process at the beginning of the year and encourages the children to feel involved in their own behaviour policy which leads to higher levels of engagement and a greater willingness to succeed.

**Challenging Behaviour**

At Wycliffe C of E Primary School we like to adopt a pro-active approach to behaviour management. This means we have clear rules and a robust behaviour system which enable us to identify children who are not meeting our high expectations quickly and take action. A child exhibiting challenging behaviour would be given additional support to help them make more positive choices. This would be in the form of group or individual work with our learning mentor based on meeting the needs of that individual eg. anger management, self-esteem building etc, close monitoring by the class teacher and a member of SLT who would become a ‘behaviour mentor’ for that child. Other methods/incentives are also used at the professional discretion of the class teacher, SENCO, learning mentor and SLT such as:

* Positive praise used with stickers or cards.
* Time out (10 mins intervals) from the situation.
* Remove from class to work in another class with work set.
* Detention at playtimes (Child to stand on reception slope during playtime).

**Extreme Behaviour**

A small number of children may exhibit behaviour which could be described as ‘extreme’. The sorts of behaviour which would come into this category are:

* Verbal abuse to adults.
* Physical abuse of adults.
* Racist remarks or behaviour.
* Inappropriate sexual behaviour.
* Persistent and deliberate hurting of other children.
* Persistent defiance to adults, both verbally and non-verbally.
* Persistent disregard of other people’s and school property.

In each case parents will be notified and a meeting arranged between SLT, SENCO (if appropriate), learning mentor, parent and child. Notes of the meeting and a course of

action will be agreed with regular reviews put in place. Some behaviour can justifiably be described as extreme, and serious or persistent offending on this level can lead to exclusions. In such cases, the Governing Body of the school would follow the LEA’s guidelines.

**Managing Behaviour Outside School**

Whilst we have no legal responsibility to address the behaviour of our pupils outside of school, any issues will clearly affect their welfare and may therefore become our concern. Our areas of responsibility are clearly defined below.

* Wycliffe will take responsibility for children’s behaviour before or after school if they are still wearing our school uniform and the behaviour takes place on their journey to or from school including before or after school clubs or events.
* Wycliffe will take responsibility for children’s behaviour at all times on excursions, residentials or trips arranged by school including those arranged by OOSC.

In the following circumstances Wycliffe will not assume overall responsibility but will endeavour to work with parents and other professionals including police if necessary to address issues to the benefit of the children and their parents. These circumstances include:

* Disputes which begin in school and continue outside on an evening or weekend.
* Bullying incidents involving children who attend our school.
* Complaints from the local community about the behaviour of pupils who attend our school.

**Safe Working Practice**

Wycliffe CE Primary School has adopted the “Guidance for Safer Working Practice

for Adults Who Work With Children and Young People in Education Settings”.

The code of practice offers guidance to staff on the way they should behave when

working with children. (See appendix 2)

**Positive Handling**

The use of physical intervention can only be justified in exceptional circumstances

and must be used as a last resort when other behaviour management strategies

have failed. Physical restraint must only be carried out by members of staff who have

attended a 2-day ‘Team Teach’ course and adhere to the guidelines of the course.

Where a child has specific needs in respect of particularly challenging behaviour or

due to physical needs, a positive handling plan may be drawn up and agreed by all

parties. Only in these circumstances should an adult deviate from the behaviour

management policy of the school.

**Linked Policies**

* Staff Code of Conduct EYFS Policy
* Anti-bullying Policy Home School Agreement
* Whistleblowing Policy SEND Policy
* Child Protection/Safeguarding Policy Health and Safety Policy