Wycliffe Church of England Primary School

Behaviour Policy

2019/20

Approved by the governing body: 10th October 2019

All of the life and work of Wycliffe C of E Primary School is underpinned by our shared Christian and core values of love, friendship, kindness, trust and forgiveness. We recognise, respect, value and celebrate difference of all kinds. We are committed to ensuring that we all care for each other so that we are able to grow and learn together, in a safe and stimulating environment.

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

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

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 different - All equal'** charter mark which was introduced from autumn 2017. 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 promote the best interests and secure the well-being of all these groups through by working positively together.

Wycliffe CE Primary School supports the development of personal qualities and positive attitudes among pupils and 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 and allows for the growth of resilience.
- To use positive feedback to empower children to succeed.
- To encourage consistency and a feeling of common purpose among all members of the school's community.
- 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.

Positive Behaviour Expectations

At Wycliffe we believe that excellent pupil/staff relationships are the critical element in promoting positive behaviour in the school.

We have five core [key] school expectations, which are prominently displayed around school and which apply to everyone. These 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.

School Expectations

1. **Be ready to learn.**
2. **Make good choices.**
3. **Be kind.**
4. **Show respect.**
5. **Always be your best.**

Staff at Wycliffe encourage pupils to achieve these expectations by:

- Being positive role models themselves.
- 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' – but never taking it for granted.
- Sharing children's positive behaviour and attitudes with their parents.
- Providing a range of stimulating, challenging and engaging activities to give children the skills to succeed.

Working in Partnership

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. Wycliffe School values and welcomes the support and help of parents, carers and families and other professionals in supporting this work.

Safety at Wycliffe

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

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

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

Examples of strategies

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 promoting excellent standards of behaviour.

We will:

- **Maintain and promote excellent staff/pupil relationships, underpinned by the school's core values and expectation.**
- **Demonstrate consistency and fairness at all times.**
- **Use positive encouragement**. We will make it clear to children what we would like to see, rather than dwelling on what we do not want to see. Every effort will be made to promote the positive and diminish the negative.
- **Use positive rewards**: these will be used consistently and frequently to give children a clear incentive to behave well.
- **Make and implement special arrangements**: e.g. special targets for particular children may be agreed between child and teacher and communicated to the wider staff to ensure that all children have a realistic chance to succeed.
- **Celebrate the good things**: children will be brought to other staff including SLT, as appropriate, to celebrate good work, positive attitude and exceptional effort.
- **Give 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**. All children can succeed in some way. We will ensure they are given the opportunity to do so.
- **Establishing positive relationships**. We will ensure we 'know' our pupils well. Stronger relationships will enable teachers to better support our children with their behaviour.
- **Encouraging self-control**. Pupils will be taught that they are responsible for their own actions. Sensitive and clear help and encouragement will be provided for some pupils in working towards methods of self-control.
- **Teaching social and inter-personal skills**: All children can require help in developing these skills in order to develop appropriate relationships with adults and peers.

- **Support for emotional children**. We listen to our pupils. 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. We will feedback to parents regularly.
- **Use Positive Role Models.** We will seek to make the most of good peer role models and pupil mentors to provide peer support and friendship.
- **Matching the task to ability**. We will have reasonable expectations of pupils and ensure that a pupils is neither bored by being under-stretched nor over-faced by a task which is too difficult.
- **Teaching through existing interest.** We will recognize and tap into the interests of pupil to inspire learning.
- **Avoiding confrontation whenever possible**. We will always aim to defuse crisis situations by avoiding over-reaction while still maintaining authority. We will always aim to show warmth as well as authority.
- **Improving self-esteem**: We will always seek to value each pupil, as an individual, and seek to recognise their achievements and the positive contributions they make the life and work of the school.

Rewards

Rewards are generally 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.
- Recognition will be given for promoting our school expectations. These will be communicated to parents where appropriate.
- Children's good conduct, effort and attitudes to their work and to school are acknowledged and confirmed in a variety of ways through the school's rewards system.

Rewards for Good Work and Positive Behaviour/Attitude

Different approaches are used to match individual rewards to the age and interests of the pupils.

Every pupil belongs to one of four 'houses' or teams, named after local woodland areas. Rewards are given at both class and house levels.

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 the class teacher, when they join the school.

New members of staff will receive appropriate training via our induction programme.

Restorative Practices/Approaches

We want to help children improve their behaviour. Research shows that punishing children does not improve or change behaviour. We 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 can be harmful to other people and to themselves and how they can make better choices next time.

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

Examples of Restorative Questions

We will use specially focussed questions to enable pupils to reflect on the impact of poor behaviour and to promote further learning. Our aim is always to fully resolve incidents and issues so that all parties can move forward positively.

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?

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 uphold 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 is underpinned by the professional judgement of the

staff member concerned. The decision should always depend on immediate [dynamic] assessment of risk, consideration of all other alternative responses and all relevant circumstances.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder in the interests of maintaining good discipline. (DfE July 2013).

When any serious incident occurs, action will be taken immediately to ensure that safety is maintained for all involved. Serious behaviour incidents will be logged in a special book and reviewed regularly by SLT.

Bullying

Everyone has the right to be treated with respect and live free from oppression. At Wycliffe we actively promote positive relationship and challenge bullying.

Bullying hurts. No-one deserves to be affected by it. Bullying has the potential to damage the physical and mental health of a victim.

At Wycliffe we teach our pupils how to behave well and that bullying is not acceptable. Anyone who is bullying will be helped to understand the harm they are causing.

The school focuses 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 also teach the children to protect themselves from cyber-bullying. We hold an Anti-bullying week every year to enable children to learn how to tackle bullying effectively.

Our Behaviour System sets out actions that will be taken in response to incidents of bullying.

We use restorative practices to promote understanding and resolution and to help children who bully to make better choices.

The school has an Anti – Bullying Policy which is reviewed by the Governing Body regularly. Please refer to it for further detailed information about bullying and the strategies we use to deal with bullying incidents.

Consequences

In responding to poor behaviour all staff will make sure that they only **reject and challenge the poor behaviour** without rejecting the child themselves. This preserves good relationships.

Staff will **respond** to unwanted behaviour but will also ensure that incidents are **RESOLVED** for all parties – including staff and parents. This is so that ongoing relationships are not undermined by continued ill-feeling.

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 and where possible flow naturally from the incident of poor behaviour. For example, a child who is distracted in a lesson and not getting on with the task in hand, might be required to miss the following break [or longer] in order to catch up on the lost learning. Staff will make these links clear to encourage learning.

A key focus will be on encouraging and enabling each pupil to take responsibility for mistakes and to begin to make amends to anyone who has been adversely affected.

Implementing Consequences

At Wycliffe we have a staged approach to applying consequences.

Each Key Stage and class teacher has identified a range of consequences to be applied in particular circumstances.

Phase Leaders and Senior Leader can also be involved in administering consequences.

Consequences should be:

Quick

An immediate consequence is more likely to be associated with the behaviour that caused it, thus shaping positive behaviour rather than punishing it.

Incremental

Designing consequences that can be allocated in an incremental manner – that allow pupils to learn from their mistakes. Small consequences really work well.

Consistent

Responses should be predictable in children's minds. If they are not sure what will happen they will need to "test" the consequences.

Depersonalised

Avoid personalizing the consequences by keeping them as private as possible – whisper, one to one, non-verbal gesture etc. Judge actions not people.

Frequency of use

Consequences will be used sparingly, meaningfully and with compassion.

<u>Consequences – further information.</u>

Each class will operate a range of consequences in keeping with the age of the pupils in the class. Consequences will normally be used incrementally and may subsequently result in the involvement of Key Stage leaders and senior members of staff, including the Head Teacher. The teacher will use their judgement to determine when or whether to move from one level

of consequences to another. Staff will take into account the nature of the behaviour, the age of the pupil, any special needs the child may have, and details relating to all the circumstances of any incident before making any decision.

Exclusion

Exclusion is only used as a last resort when all other options have been exhausted. On the very rare occasions where the safety, security or well-being of other pupils and/or staff is threatened exclusion may be considered and implemented. We follow the DfE's exclusion guidance in all instances

For further guidance also please see our Positive Handling Policy.

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.

Links to Other Policies/Documents:

- School Child Protection and Safeguarding Policy.
- Keeping Children Safe in Education.
- Staff Code of Conduct.
- Anti-Bullying Policy.
- Positive handling policy.
- SEND policy.

Implementing the Positive Behaviour Policy

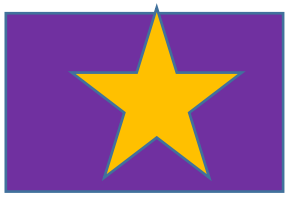
This new policy will be implemented fully from May 2018 – following approval from the School's IEB.

Monitoring and Review

This policy will be subject to regular review to ensure that it remains fit for purpose.

Behaviour information and data will also be regularly monitored by Senior Leaders and Governors, in order to identify any patterns in behaviour which may be linked to school routines or procedures and to inform further improvement.

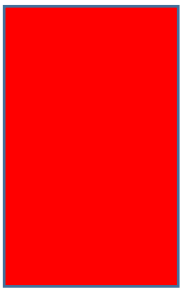
KS2: GOOD TO BE GREEN AND PROUD TO BE PURPLE



I AM A SUPERSTAR

I AM GOOD TO BE GREEN

I NEED TO THINK – MY BEHAVIOUR IS NOT AS IT SHOULD BE



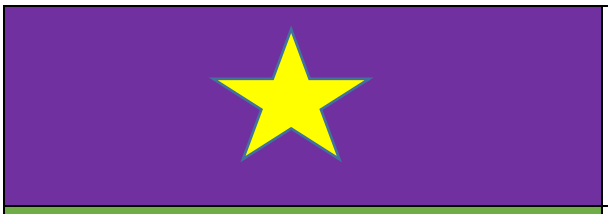
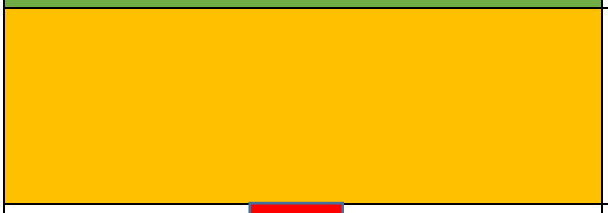
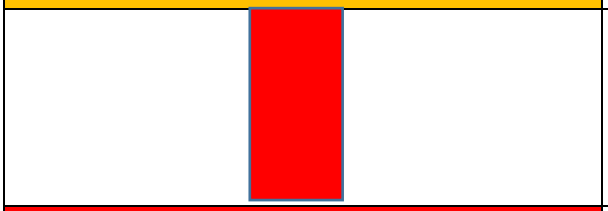
I AM RECEIVING A CLASS SANCTION

– TIME TO IMPROVE BEHAVIOUR

I HAVE NOT IMPROVED MY BEHAVIOUR

– EXTRA SANCTION REQUIRED

GUIDANCE

	Purple card with gold star if behaviour has been particularly impressive - for behaviour only - not academic work. It could, for example, be really super following of our school expectations.
	Always on green to start our day. A fresh start for everyone.
	Amber card to be turned after verbal warning has been given and not acted upon - this can quickly turn to red if behaviour is not corrected but can be turned back to green if an improvement is made.
	Red tilt **to vertical** – inside class sanction (can be reversed).
	Red card full turn - tougher sanction such as loss of privileges, phone call home, sending to SLT.

Expectations

Please reinforce these whenever possible:

1	Be ready to learn.
2	Make good choices.
3	Be kind.
4	Show respect.
5	Always be your best.

Behaviour Summary for KS1 Staff

Please follow the stages below when dealing with behaviour incidents:

KS1	BEHAVIOUR STAGE
	GOLD – for exceptional behaviour/really good examples of following expectations.
	GREEN – for children who are keeping to the expectations and presenting no behaviour challenges.
	YELLOW – first warning – time out within the class to think. Reminder of expectations. Clear guidance for what child needs to do to get back to Green.
	AMBER – class consequence to be decided by Class Teacher e.g. kept in at playtime, extra tidying up etc. Wherever possible this should be restorative – clear guidance for what child needs to do to move back up the chart.
	RED – more serious consequence to be decided by Class Teacher e.g. sent to work in another class for a period of time; phone call home; SLT involvement. Guidance as to what behaviour we need to see to improve. Ongoing behaviour support.

Expectations

Please reinforce these whenever possible:

1	Be ready to learn.
2	Make good choices.
3	Be kind.
4	Show respect.
5	Always be your best.

Behaviour Summary for EYP Staff

Please follow the stages below when dealing with behaviour incidents:

	BEHAVIOUR STAGE
	GOLD – for exceptional behaviour/really good examples of following expectations.
	GREEN – for children who are keeping to the expectations and presenting no behaviour challenges.
	YELLOW – first warning –Reminder of expectations. Clear guidance for what child needs to do to get back to Green.
	RED – Class consequence to be decided by Class Teacher, e.g. kept in at playtime, some thinking time within class or missed golden time on Fridays. Guidance as to what behaviour we need to see to improve. Wherever possible this should be restorative – clear guidance for what child needs to do to move back up the chart.

Expectations

Please reinforce these whenever possible:

1	Be ready to learn.
2	Make good choices.
3	Be kind.
4	Show respect.
5	Always be your best.