



Believe to Achieve

'I can do all things through him who strengthens me' – Philippians 4.13

BEHAVIOUR POLICY

March 2020

This policy should enable every child to flourish and to live life in all its fullness. (John 10:10).

THE STATEMENT OF PRINCIPLES

As a church school, Whitley Memorial CE School's behaviour policy embodies its distinct Christian vision, ethos and aims. Whitley Memorial also promotes equality in all its forms and is committed to improving positive outcomes for all students. The 'Statement of Principles' is committed to eliminating all forms of discrimination, harassment and bullying and to promote the welfare of students and good relations across the school community. Vulnerable students, including looked after children, students with SEN, physical or mental health needs, will receive support according to their individual need.

Whitley Memorial School will record breaches of the Code of Conduct including bullying and racist incidents. Parents/carers and Governors will be informed of such incidents and the action taken to deal with them. Governing Bodies will inform local education authorities annually of the pattern and frequency of any incidents.

These principles will underpin our Behaviour Policy and our daily practices to implement the policy, incorporating rules, rewards, sanctions and behaviour management strategies.

RATIONALE

Effective learning can only take place in a purposeful, inclusive disciplined atmosphere where children are encouraged to be independent, responsible and show respect for one another. Outstanding behaviour is an expectation of all the children, and all staff and children are responsible for implementing this. Parental support is crucial in this process.

Every pupil has the right to come to school and feel happy and secure and have the opportunity to achieve their potential in an environment free from intimidation and fear. At Whitley Memorial we aim to create a caring, secure environment, based upon our distinct Christian vision, ethos and core values (*Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness, Generosity, Compassion, Courage, Forgiveness, Friendship and Respect*), in which children are actively encouraged to co-operate and show respect for the views, needs and rights of others and feel valued as a member of the school community and therefore allowing all our children to flourish. In addition, we aim to encourage positive attitudes towards equal opportunities, race issues and religion through a programme of personal and social education.

AIMS

At Whitley Memorial we aim to promote positive attitudes to both work and behaviour by encouraging children to be independent, responsible and considerate towards others. Self-discipline and good behaviour are encouraged and praised and the whole emphasis is on achievement, effort and positive aspects of school life. School rules are kept to a minimum and they are compatible with the care of the children and the organisation of the school. The happy, caring atmosphere in the school is based upon Jesus' own love and respect for other people. The Core Values of the school form an integral part of this approach. We aim to foster good relationships irrespective of age, disability, ethnicity, gender, religion and belief or sexual identity. We believe in forgiveness and second chances, fresh starts and 'drawing a line.'

PURPOSE OF THE POLICY

For pupils, staff, parents and helpers to have a clear understanding of an acceptable code of behaviour. To ensure a consistent approach towards unacceptable behaviour:

- To provide an environment in which pupils feel secure and unafraid
- To recognise the need for continuous vigilance and consistent action of the entire staff in establishing a safe school
- To raise awareness of unacceptable behaviour and develop strategies for its prevention.

- To foster good relationships irrespective of age, disability, ethnicity, gender, religion and belief or sexual identity
- To acknowledge the role of parents, governors and the whole community in preventing and coping with unacceptable behaviour
- To acknowledge the role of pupils in preventing unacceptable behaviour
- To assist pupils in developing self esteem and self discipline and adherence to high standards of behaviour which contribute to effective learning
- To create an atmosphere in which children, staff, governors and members of the wider community can work together for the mutual benefit of all
- To promote and model 'good' behaviour

GUIDELINES

Although the head teacher has overall responsibility for the discipline in the school an effective policy can only be achieved with the full support of children, staff and parents. The Home / School Agreement outlines the expectations of all concerned with regard to both work and behaviour. Copies of the agreement are sent home to the parents and discussed with pupils.

EXPECTATION AND STRATEGIES

In the classroom

Discipline is the responsibility of the class teacher, support staff and children to ensure a happy, safe learning environment. Children are made aware of the shared standards within the classroom and are involved in forming a small set of rules. Good work and behaviour is praised and encouraged. This may take the form of a House point, star, sticker or certificate. Special mention is made of good role models. We regularly have a WOW Assembly on a Friday morning and Nursery children on a Friday afternoon, in their classroom, to which parents are invited. Each teacher nominates two children from their class to receive a WOW certificate and everyone is told what they were awarded it for (eg. excellent effort, kind deeds, or related to our Core Values etc). Positive behaviour is promoted and the Core Values of the school form an integral part of this approach, including forgiveness and second chances.

Worship

It is an expectation that children will come calmly and silently into Worship and sit smartly and listen. The children are expected to show respect. Whole school Worship promotes the core values of friendship, kind words and kind deeds. The core values of the school form an integral part of this approach.

Movement around the school around the school

Discipline is the responsibility of all staff and children. Teachers and TAs should ensure that children are silent before entering Worship and entering back into school after playtime. Children should understand the expectations and be silent and in control of their own behaviour.

P.E. Lessons

Controlled, sensible behaviour is essential in any PE lesson to ensure the highest standards of safety. Children who are a danger to others, persistently aggressive or lose their temper in competitive situations are given time out from PE until their behaviour is acceptable.

Playtime and lunchtime Behaviour

Playtime Golden Rules

We follow the rules devised by Jenny Mosely:

1. We are gentle
2. We are kind and helpful
3. We play well with others
4. We care for the playground
5. We listen and forgive and give second chances
6. We are honest

Posters of the Golden Rules/ Playground Rules and Dining Hall rules will be put up around the school. Children will be taught about the different rules in a Worship session and through core values.

It is important that all children feel happy and secure in the playground. At morning playtime there is always a teacher and at least 2 teaching assistants on duty for each area of the yard. At lunchtime there is a minimum of one supervisory assistant per year group and a senior supervisor. Duty teachers and all teaching assistants will keep to their 15-minute break time. All adults

must be vigilant and ensure the whole play area is covered and watched. Teaching assistants and lunchtime supervisors may be given particular target children, who may need extra help to behave, to monitor.

During morning play, the back door will be closed to minimise children from wandering back into school, this is not possible at lunchtime. The doors will be securely closed at the end of playtime. Children must ask permission to re-enter school to go to the toilet or to re-enter school for any other reason. To line up there will be 3 whistles: 1: stop, whistle 2: line up, whistle 3: silence

Staff are employed to run lunchtime nurture groups when necessary. All adults should join in and encourage the children to play games. The dinner staff have received training in playground games. The Adventure Playground and other amenities in the playground will be used as much as possible, weather permitting.

Any incidents that occur during these periods are recorded and reported to the teacher, and passed on to the Key Stage Leader and then Head teacher. The incidents are then investigated and appropriate action taken. Reports of the incidents are filed with the teacher on CPOMS.

Visits out of school

It is an expectation that children's behaviour will be exemplary at all times and be good role models for our school. They are expected to be polite and courteous to members of the public and other adults that they encounter. The expectations will be shared with children, staff and any other helpers before they leave school. Possible risks caused by a child's behaviour will be identified in the Evolve risk assessment, via the ESP.

House Reward Scheme

The school has a whole school reward system. Across Years 1-4 the children and staff have been equally divided into houses. The children can be given, by any member of staff, house points for positive behaviour of any type and displaying the school's Core Values. The dinner staff will be given tokens that they can give to the children at dinner play, for following the playtime rules, which can then be exchanged for house points from their teacher. The points are collected each half-term and celebrated in a special Worship session. At least twice a year the children in each house will meet and work together in mixed age groups.

SUPPORTING PUPILS

As a 'Thrive' school and taking into account individual students, Whitley Memorial must consider individuals' needs and circumstances when applying the school's Behaviour Policy, including in regard to race, religion and culture, SEN, disability and the circumstances of other vulnerable pupils. In doing so the school must act in accordance with the Disability Discrimination Act 2005 (Code of Practice for Schools – Disability Discrimination Act 2005) and the SEN duties in the Education Act 2001, both of which were amended by the SEN and Disability Act 2014. It is important, where necessary, to differentiate between a student with SEN (learning) and SEN (behaviour), whilst accepting that a student may have both learning and behavioural needs.

Students identified as exhibiting unsatisfactory behaviour may need support to improve their behaviour until it can be described as falling within the acceptable norms of the school. It may be that intervention by the class teacher, Key Stage Leader, Deputy or HT is sufficient to improve behaviour. Sometimes additional measures are required. Where appropriate, these are decided on in consultation with the SENCO.

Individualised Pupil Passports and reward systems will be in line with the Special Educational Needs & Inclusion policy in which Inclusive Provision is defined as "educational provision to remove the child's barriers to learning, which is additional to, or otherwise different from, the differentiated educational provision made generally for children of the same age in maintained schools".

REPORTING AND RECORDING

Reports of incidents are initially dealt with and recorded by the adult to whom they are reported.

Incidents are recorded on CPOMS which are electronically sent to the Head Teacher, Deputy Head Teacher and SENCO. Any concerns raised by parents are recorded on CPOMS.

MONITORING AND EVALUATING THE POLICY

Evaluation will ensure that the policy remains responsive to changing needs while continuing to prevent unacceptable behaviour.

Date of validation: March 2020 Signed..... Chair of Governors

Date of review: March 2023 Signed..... Chair of Governors

DEALING WITH UNACCEPTABLE BEHAVIOURS

Unacceptable behaviours are those which are likely to disrupt learning for individuals or classes or which may cause distress or injury to pupils or staff. Procedures for dealing with unacceptable behaviour will be guided by the 'Guidance Behaviour and Sanctions Flowchart' below. The flowchart is only to be used as guidance because staff must consider individuals' needs and circumstances when applying the school's 'Guidance Behaviour and Sanctions Flowchart' as every child and incident are different.

GUIDANCE BEHAVIOUR AND SANCTIONS FLOWCHART

