



WINGRAVE

Church of England School

Believe • Achieve • Enjoy

Behaviour Policy

Adopted by the GB at the meeting of the Curriculum, Community & Pupil Committee

Date of meeting: 24th November 2022

Minute number: 13

Signed by: Katie Parfoot (Chair of Governors)

Signature:

Reviewed by	MT/ SLT	Review Cycle	2	Legally Required	✓	Website	✓
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Behaviour Policy

Introduction

At Wingrave Church of England School we feel it is important to promote a loving and supportive environment to allow all members of the school community to feel secure and respected. This helps to encourage good standards of behaviour and creates a positive approach to the code of conduct expected. Clear rewards and sanctions consistently applied, support the code of conduct and help children in school encourage good behaviour in others.

This Behaviour Policy has been produced by the school community working together and it reflects the Christian values promoted in the school's vision.

This policy sets out the expectations of behaviour at Wingrave Church of England School. The Governors, staff and pupils seek to maintain an environment which encourages and reinforces good behaviour and positive attitudes. It also explains the consequences should challenges arise.

Aims and Principles

We believe that the most effective way of achieving these aims is to encourage and praise positive behaviours. These are the underlying principles we wish to nurture throughout the school community:

- To promote good behaviour, fairness respect and inclusion
- To prevent bullying
- To ensure pupils have a safe school environment where everyone feels valued
- To promote positive conduct amongst pupils
- To encourage a calm, purposeful and happy atmosphere within school
- To promote positive self-esteem and pride
- To promote self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour across the school with parental co-operation and involvement

The School recognises that all children have the right to feel secure and they are encouraged to talk and to be heard. Children know that they can approach any of the adults in school if they are worried or feel they have been treated unfairly and that they will receive a consistent supportive approach.

Expectations of Children

Good behaviour is the expectation from all children at all times and in all places. All behaviour is a choice and reinforced through our school vision. Anything which enables children to uphold these are considered good choices; anything which prevents children from upholding these is a poor choice. At Wingrave we refer to both 'Behaviour for Living' (Social) and 'Behaviour for Learning' (Attitude).

School expects children to:

- Respect other people.
- Be caring, considerate and cooperative.
- Be sensitive and supportive to others needs and feelings.
- Have good manners and behave politely.
- To take responsibility for the school environment.
- Try their best to keep the agreed code of good behaviour.
- Follow the school uniform code.
- Uphold the school vision.
- Behave in a fashion which enables all children to learn effectively.

Expectations of Parents

We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour. The school works collaboratively with parents so children receive consistent messages about how to behave at school and at home.

School would expect Parents to:

- Support the school's code of good behaviour and discipline.
- Ensure that children attend school, arriving on time between 8.40am and 8:45am, alert and ready for the tasks ahead.
- Ensure their children respect the uniform code.
- Ensure that all clothes and possessions have clear name labels.
- Ensure the children have P.E kit and book bags every day.
- Pick up children on time.
- Inform school promptly if their child is absent from school.
- Closely supervise pre-school children while on school premises.
- Ensure that children respect the school grounds and observe school rules.
- Take pride in their own behaviour, manners and language and those of the children.

Expectations of Staff

Staff must create an atmosphere of security, understanding and mutual respect. A well prepared, stimulating classroom with clear planning and learning objectives shared with the children to include appropriately differentiated tasks generates good behaviour. All staff will be good role models from whom our children will learn respect and grow in self-esteem.

Role of Staff

Adults in the school have an important responsibility to model high standards of behaviour.

Adults in school are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Provide a personalised approach to the specific behavioural needs of particular pupils, liaising with the Special Education Needs Co-ordinator and outside agencies as appropriate

It is the responsibility of all adults to implement the school behaviour policy **consistently** throughout the school.

Role of Parents

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly
- Support the teacher by showing courtesy and respect at all times

Role of Governors

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The Governors of the school support the Headteacher and staff by:

- Promoting the Christian ethos of Wingrave Church of England Combined School as a Church of England school where all are equally valued as members of the school community
- Creating an effective partnership between pupils, parents' staff and governors
- Maintaining a caring, safe and nurturing environment where pupils can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded

Class Rules

Children need security. This can be provided through consistency of rules. At the start of the school year in September, each class negotiates together their own class rules in language appropriate to the age of the children and worded positively, founded in the school vision. These will be displayed in classrooms and regularly referred to. These may include:

- We always do our best, at all times.
- We make the right choices at all times.
- We stop and think before we act
- We use good manners with everyone.
- We take pride in our appearance and our school community.
- We are always fair and honest.
- We learn from our mistakes

Rewards

We always look for opportunities to praise and reward the children for their efforts, achievements, attitude and behaviour. There is also a formal house point system which operates across the school where each child is allocated to a house:

- Maple – Green
- Cedar – Yellow
- Birch – Blue
- Redwood – Red

<u>Rewards for making good choices</u>
Children may be rewarded with verbal praise; always focusing on the positive behaviours, effort and attitude of the child not the child themselves.
<i>Good 'thinking', not good 'boy'.</i>
This shows others that they too could show such behaviours and that it is not limited to the individual.
Children may be rewarded with a smile, a high five, clap or thumbs up.
Children may receive a sticker, especially in EYFS or KS1. This may or may not be linked to housepoints.
Children may receive a weekly celebration certificate for significant demonstration of positive behaviour, effort or attitude.
<i>Well done for the effort improving your handwriting in such a well presented task.</i>
Positive reinforcement of what the child/other children has/could do.
Children may be offered to the opportunity to display/show their learning to another member of staff or class.
Children will be rewarded housepoints or Class Dojo points for home learning (see below)
Children will receive an amount of Golden (Choosing) Time at the end of each week.
Class teachers are encouraged to develop reward systems with the children in their classes to address specific priorities and encourage team work as necessary.
Children who set an example in demonstrating a particularly helpful or positive attitude may be awarded a Green 'Well Done' card
This will be shown to the class teacher and equals 5 Housepoints.

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<u>Housepoints</u>	
Housepoints are awarded for the demonstration of positive behaviours, effort and attitudes which reflect our school vision and learning culture.	
Housepoints may be awarded by any member of staff to a child for the above reasons.	
Housepoints should be earned, valued and not awarded lightly. They are never taken away for negative behaviour.	
Housepoints should be awarded for reasons beyond day to day expectations for an individual.	
Handing in a piece of homework is not worthy of a housepoint as it is expected however, a piece of homework where an individual has put in a huge amount of personal effort should be rewarded.	
Housepoints or online Class Dojo points are awarded generally one at a time; no more than 3 at a time for particularly achievements on any one occasion with the exception of special events or school contributions when 5 may be awarded (e.g. Green Card, Celebration Certificate).	
Children collect Housepoints for themselves and their Houses on coloured bookmarks. A completed bookmark counts towards the House total for that term. Class Dojo points will added to housepoint totals.	
EYFS and KS1 children may receive housepoint stickers.	
Children are responsible for their own bookmark, especially in KS2, as lost housepoints cannot be replaced.	
Lunch and Playtime staff will be provided with stickers to add importance to lunch and playtime behaviour. They may also award a Green 'Well Done' card (worth 5 Housepoints) for setting an example/demonstrating a particularly helpful or positive attitude.	
Completed bookmarks are entered into a prize draw on a termly basis for individuals to win a book gift card.	
A running housepoint total will be displayed in the hall for each House (The Tubes).	
When a House fills their tube, they will be rewarded with an exclusive Mufti Day at that time.	
A termly total will be displayed at the end of each term.	
House Captains will be lead the Housepoint collation and display process.	

Sanctions

If a child does not respond to the positive behaviour strategies the school uses sanctions to discourage poor choices or disruptive behaviour. Children are encouraged to try to resolve disputes themselves and to take responsibility for their own actions.

It is very important that children understand that, if challenges arise, aspects of their behaviour are the issue not them as a person and therefore all kinds of potential can be seen in them, by loving and caring for them.

Sanctions should be a deterrent and inconvenience, only reaching management and escalation in serious circumstances. Positives, however small, should outweigh the negatives and give the children the opportunity to improve their behavior and situation – focusing on and reinforcing good behavior has a wider impact than targeting negative behavior.

Children are never 'just naughty' or 'just nice' – behaviour/incidents should be dealt with individually; a child who has lost 5 minutes playtime, for example, could still get rewarded for their hard work.

The management of difficult behaviour is the responsibility of the whole school community.

<u>Sanctions for Poor Choices</u>	
Classroom	Lunch & Playtime
Children who make poor choices will be warned	Children who make poor choices will be warned

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<p>verbally in the first instance so that they have the opportunity to correct their behaviour. This could also relate to learning or homework expectations.</p> <p>They will be told what they are doing and why it is a poor choice. Suggestions could be made of how to improve their behaviour.</p> <p>Their name could be noted on the classroom board.</p>	<p>verbally in the first instance so that they have the opportunity to correct their behaviour.</p> <p>They will be told what they are doing and why it is a poor choice. Suggestions could be made of how to improve their behaviour.</p> <p>Their name should be noted by the member of staff dealt with.</p>
<p>If the child continues the same poor behaviour they will receive a yellow 'Time Out' card and lose 5 minutes of the subsequent playtime/Golden Time.</p> <p>The timing of this will be the decision of the class teacher.</p> <p>If the time out is learning/homework related, this time would be used to address/support the learning.</p>	<p>If a child continues the same poor behaviour they will receive a yellow 'Time Out' card and remain with the member of staff on duty for 5 minutes.</p> <p>In the Lunch Hall the child should be moved to a different isolated seat so they can continue eating. They could also be held back from going out to play.</p> <p>Any child reaching this point or beyond should have sanctions reported back briefly to the class teacher by the member of staff issuing the yellow card.</p>
<p>On a third occasion of the same poor behaviour the child will be issued a red 'Removal' card, lose a further 5 minutes of GT/playtime and may be sat alone/in the group room to work for the remainder of the lesson</p> <p>The class teacher will report the incident informally to the parents at the end of the day.</p>	<p>On a third occasion of the same poor behaviour the child will be issued a red 'Removal' card and be exited from the playground or hall immediately for the remainder of the session.</p> <p>They should be supervised by their class teacher or an available member of staff in their absence. The class teacher will report the incident informally to the parents at the end of the day.</p>
<p>In all cases and stages, every effort should be made to identify why the child is behaving in the way.</p> <p>A child should not be judged by previous behaviours or incidents, although this cannot be ignored.</p> <p>Assume nothing, suspect nobody - context is vital and there is a reason for everything.</p> <p>All children involved should be given the opportunity to share their point of view and be asked if there is anything else they would like to say or ask.</p> <p><i>What is the root cause of the behaviour and how can we support the child to remove it?</i></p>	
<p>If the behaviour persists over a period of time, the class teacher may discuss with the Headteacher about implementing a Behaviour Report Card.</p> <p>This is a short term intervention and agreement between the child, teacher and parents and requires a formal meeting before and after the process.</p> <p>A specific reward may be agreed on for the completion of the report period.</p>	
<p>If an improvement is not seen during this period (generally two weeks) then the situation may escalate to a meeting between the parents and Headteacher.</p> <p>A Report Card may continue to monitor behaviour but this will be a process to support the internal exclusion of the child, or worse case, external suspension.</p> <p>Internal exclusions, external suspensions may also result from a single act of behaviour if School Leadership deem the behaviour serious enough.</p>	

Should the above procedures fail to have the desired effect, the following course of action may be taken after consultation with parents, governors and the Local Authority. In severe cases, this may result in:

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- The Headteacher imposing a Fixed Term suspension (following guidelines in Local Authority Behaviour Policy)
- The Headteacher imposing a Permanent exclusion (following guidelines in Local Authority Behaviour Policy)

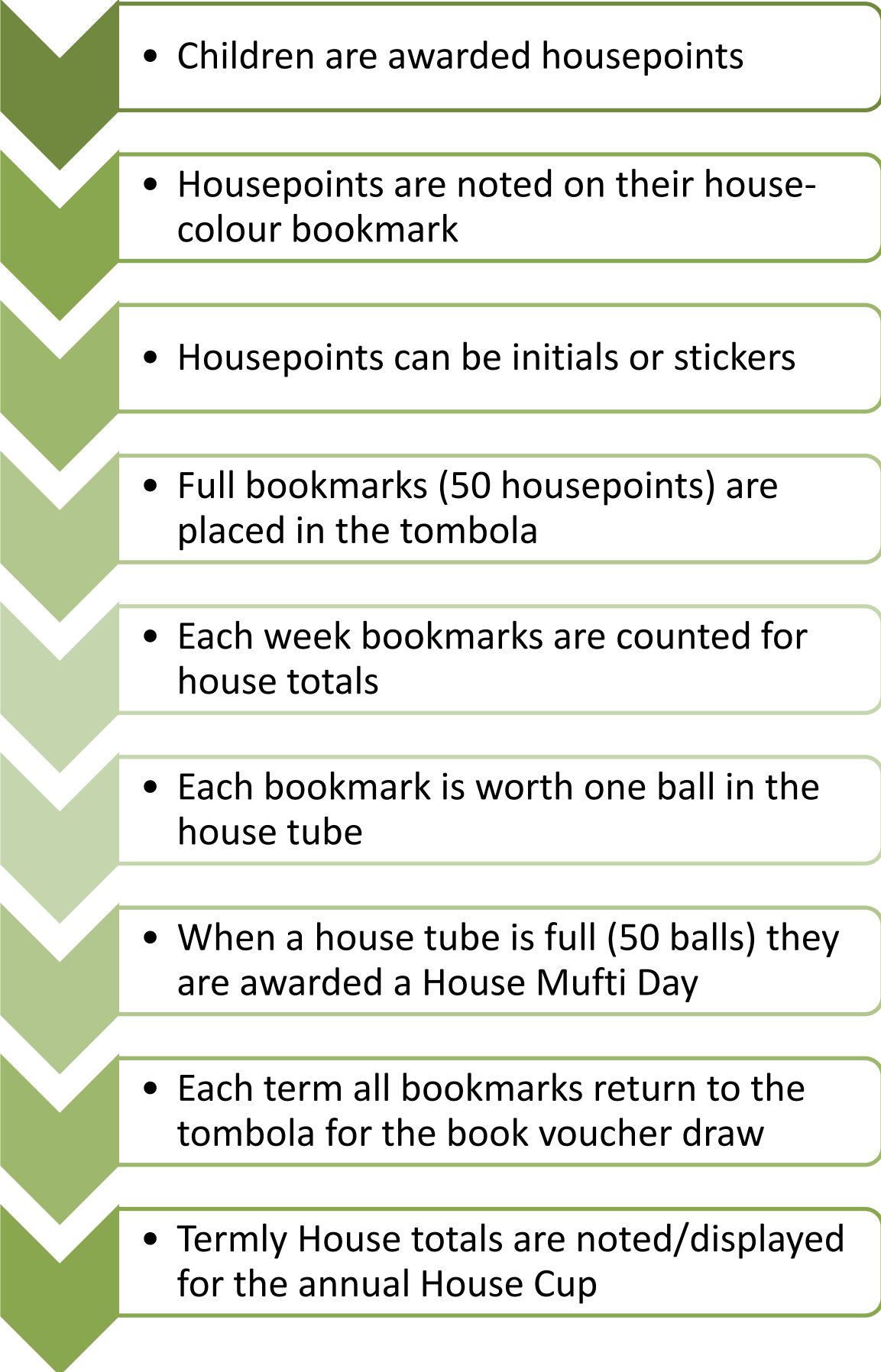
Parental Responsibilities Regarding Suspension

Section 103 of the Education and Inspection Act 2006 places a duty on parents in relation to an suspended pupil. A parent has to ensure that their child is not present in a public place during school hours without reasonable justification during the first 5 days of each and every fixed period of permanent exclusion. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice of £50 if they fail to do this. The penalty payable increases to £100 if unpaid after 28 calendar days, and if this is still unpaid after 42 days the parent is subject to prosecution for the original offence. The pupil may also be removed from the public place by the police and taken to designated premises.

School responsibility

School will provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period suspension of 6 days and longer. School will inform pupil's home and the Local Authority immediately of any permanent exclusion.

Housepoint Overview

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- Children are awarded housepoints
 - Housepoints are noted on their house-colour bookmark
 - Housepoints can be initials or stickers
 - Full bookmarks (50 housepoints) are placed in the tombola
 - Each week bookmarks are counted for house totals
 - Each bookmark is worth one ball in the house tube
 - When a house tube is full (50 balls) they are awarded a House Mufti Day
 - Each term all bookmarks return to the tombola for the book voucher draw
 - Termly House totals are noted/displayed for the annual House Cup