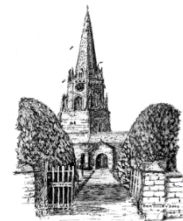


Wilby Church of England (VA) Primary School
Behaviour Policy



*Together we are inspired to learn within the family of God's love.
We encourage one another to reach our full potential within a Christian atmosphere.
John 13:34
"A new commandment I give to you, that you love one another as I have loved you."*

Vision

At Wilby CE VA Primary School we are deeply committed to inspiring our children to learn and reach their full potential. Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian atmosphere.

Aims

It is a primary aim of our school that every member of the school community feels valued, respected and safe, and that each person is treated with dignity, kindness and respect. We are a caring, Christian community, whose values are built on those that Jesus taught of love, mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and prepares children for life in modern Britain promoting fundamental British values.

The consistent and fair implementation of the measures outlined in this behaviour policy will be central to an effective whole-school approach to behaviour.

The Importance of Building Positive Relationships

To create an ethos of positive behaviour it is essential that all staff build positive relationships with the children in their care. All staff will take the time to get to know the children well, what works for them and does not. They will learn what children's home life is like by working closely with parents and children to ascertain likes and dislikes. All staff will show the children genuine care and interest. They will greet each child when they arrive each morning and check how they are. All staff will model the behaviour they expect in the way they carry themselves and act in school at all times.

Rules, Rewards and Consequences

Rules

There are three simple rules that everyone follows in school; staff, children and families. These are:

- Be Ready
- Show Respect
- Keep Safe

The three rules are explained to children at the beginning of, and throughout the school year, and a copy, with definitions, is given to parents in the home/school agreement. The rules are displayed in the classrooms and around the school. It is essential that staff constantly refer to these rules and "teach" the children the behaviour, which is expected to meet these.

Rewards

We reward children for good behaviour in a variety of ways:

- Staff congratulate children.
- Staff make positive comments on children's work.
- Children can take work which the teacher is particularly pleased with to show other classes and to show the head teacher.
- Staff give stickers.
- Staff will share positive information with parents at the end of the school day.
- SLT will send postcards home.
- At the end of each week, staff will choose a child from each class who has shown our school values and they will be presented with a trophy to keep in class the following week and they will be added to the values book.
- At the end of each half term, each class teacher will choose a pupil who has consistently shown our school values during that half term and they will receive a certificate in a reflection worship.

Every class will have a recognition board in their classroom. On a weekly basis, the class teacher will set a focus for the good behaviour they want from the children in the class based on our whole school value for the week: friendship, compassion, hope, thankfulness, serving others and forgiveness. The children then support each other to demonstrate this value and get to put their name card on the recognition board. The aim is that by the end of the week the children have worked together to ensure that everyone gets their name on the recognition board. Even children who have modelled poor behaviour for a different matter can be caught demonstrating the positive behaviour focus on the recognition board. One doesn't cancel out the other. When everyone gets on the board, the reward is the shared sense of accomplishment and team work.

It is our belief that rewards should far outweigh consequences and staff will reward children at every available opportunity.

Consequences

The school employs consequences to help promote the school rules and to ensure a safe positive learning environment. If a consequence has to be applied, this will be done privately with the child. Our approach follows the 123 Magic approach and research from Paul Dix in his book 'When the Adults Change, Everything Changes.'

If a child is not following one of our school rules, the adult will reinforce the required behaviour using the 123 Magic approach.

The adult says or shows the child a 1 with a reinforcement of the required behaviour. Adults give the child time to process this request and act upon it.

If the behaviour continues, the adult says or shows the child a 2 with a reinforcement of the required behaviour. Adults give the child time to process this request and act upon it.

If the behaviour continues, the adult says or shows the child a 3 with a reinforcement of the required behaviour. Adults give the child time to process this request and act upon it.

If a child chooses not to follow the school rules after the adult has reached 3, the child will be taken discretely to another class for some reflection time. When an adult in that class feels the child is ready, they will discuss the behaviour with the child with a restorative conversation, referring to our school rules and how they could move forward with their behaviour. When this has taken place, the child will be taken back to their class. Although it is expected that the child will be ready to apologise, we are aware that some children will show a change in behaviour or may show they are sorry in a different way. eg. helping out. The adults in the child's own class will welcome the child back in and no further discussion of the behaviour should take place.

If approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort.

Exceptions to the rule

Occasionally, children behave in a way which requires action over and above the application of the above listed consequences. Examples include:

- Bullying - the school does not tolerate bullying of any kind. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (see Anti-Bullying Policy).
- Special Educational Needs (SEN) – if, following consultation with parents, a child is identified as having specific behavioural, emotional or social needs, specific interventions will be put in place to support this child and they may have their individual reward and consequence system. Should the child need further additional support, advice will be sought external agencies. However, in exceptional circumstances (see next two points below), a child might be suspended or permanently excluded.
- In serious breaches of the school's Behaviour and Discipline Policy, such as deliberate damage to property, and verbal or physical abuse, the Head Teacher may suspend or permanently exclude a pupil (see below).
- Behaviour by a pupil that puts either the pupil themselves or others in the school at risk of serious harm. In such cases the Head Teacher may suspend or permanently exclude a pupil (see below).

Suspensions / Permanent Exclusions

The school follows the guidance as set out in “Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England 2022”.

Only the head teacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

Whenever a head teacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it.

They must also, without delay, after their decision, provide parents with the following information in writing:

- the reason(s) for the suspension or permanent exclusion;
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- parents’ right to make representations about the suspension or permanent exclusion to the governing board (in line with the requirements set out in paragraphs 95 to 105 in Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England) and how the pupil may be involved in this;
- how any representations should be made;
- where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents or a pupil if they are 18 years old have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.
- notify the pupil’s parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours.

The head teacher should also draw attention to relevant sources of free and impartial information. This information should include:

- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on exclusions. Every exclusion letter should include details of the local service which can also be found here <https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network>
- Coram’s Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

Procedures for re-admittance following a suspension

Before the child returns to school following a suspension, the Head Teacher will arrange a reintegration meeting with the child’s parents and the child. At this meeting, a support programme will be agreed outlining the support that is going to be put in place for the pupil upon their return. The pupil’s parents may also be asked to agree to the terms of a Parenting Contract.

The use of reasonable force

The school follows the guidance as set out in Use of Reasonable Force – advice for school leaders, staff and governing bodies 2013. For more information see our Restrictive Intervention And Positive Handling Of Student policy.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Head Teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, Screening and Confiscation

Detailed guidance for schools can be found in Searching, Screening and Confiscation Advice for Schools 2022.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Behaviour outside of school premises

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- in some way identifiable as a pupil from our school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

In cases when a member of staff or Head Teacher suspects criminal behaviour, the Head Teacher will make an initial assessment as to whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and staff will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the Designated Safeguarding Lead will ensure any further action does not interfere with any police action taken. However, staff retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

Guidance on Specific Behaviour Issues

Child-On-Child Sexual Violence and Sexual Harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, staff follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. See our Safeguarding and Child Protection policy for further information. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident will be considered on a case-by-case basis.

Dealing with Prejudice

The school adopts a zero-tolerance approach to prejudice and will always challenge the use of prejudice language or actions where these are clearly intended to cause offence.

- A first offence will involve a constructive discussion with the class teacher to clarify why the pupil's behaviour is offensive and therefore unacceptable. Parents will be informed that this discussion has taken place with the expectation that the same messages will be

reinforced at home. At this stage it is our sincere hope that the home/school partnership will succeed in ensuring that there is no repeat of behaviour of a prejudice nature

- A second offence will result in the child being removed from the classroom. Parents will be informed, and the next step made clear should a further incident occur. At this stage parents will be informed that any further incidents are likely to result in a fixed term exclusion

Behaviour Incidents Online

Staff make it clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Staff will follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. We will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Mobile Phones

Pupils can bring their mobile phones to school but these should be switched off and handed into the school office when they arrive at school. They should be collected from the school office as the pupil leaves the school to go home. They should not be used on school property.

Staff Induction, Development and Support

During induction, staff will receive training on the behaviour policy.

The school is committed to providing the necessary Continual Professional Development for all members of staff. This may take several forms, including:

- External Behaviour Management courses
- Internal CPD sessions with behaviour experts
- Time spent considering strategies with colleagues
- Observation of other practitioners
- Weekly briefings

Roles and Responsibilities

Children will:

- Follow the three school rules: Be Ready, Show Respect, Keep Safe
- Co-operate with staff and other children
- Work quietly and calmly in the classroom
- Walk through school and in and out of worship quietly
- Think through any actions and develop an awareness of their own feelings and the feelings of others
- Develop understanding of the consequences of their actions on other people and environment. They will be supported in taking appropriate steps to put things right

Parents will:

- Work collaboratively with school, so children receive consistent messages about how to behave at home and at school
- Set good behaviour examples at home for children to follow at school.
- Sign the home:school agreement annually
- Support the actions of the school when sanctions are applied. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, then parents will be informed how to proceed should they wish to take the matter further (see complaints procedure).

All staff will:

- Ensure they follow a consistent school approach
- Establish clear rules and expectations
- Have high expectations of all children's behaviour
- Model and teach expected behaviour to the children
- Adopt a range of appropriate strategies to manage pupil behaviour
- Use rewards more frequently than sanctions
- Celebrate and reinforce positive behaviour
- Guide children to respect themselves, their peers and adults
- Support children to develop a sense of self-esteem and feel useful and wanted
- Help the children develop their social skills and behave in an appropriate way
- Use positive statements to promote the kind of behaviour expected eg 'walk in school' not 'don't run'
- Respond calmly and non-confrontationally to poor behaviour
- Use the Restorative Conversations to support the children to improve their behaviour
- Provide additional support to children who need it so they can meet expected standards
- Inform the parents / carers of both positive and poor behaviour
- Work collaboratively with parents / carers, so children receive consistent messages about how to behave at home and at school
- Seek support and advice from colleagues when it is needed

The Head Teacher will:

- Encourage good behaviour and respect for others
- Set high standards for what is acceptable behaviour
- Ensure all staff, parents and carers are responsible for regulating the conduct of the pupils
- Provide regular ongoing training and support for behaviour management for all staff to ensure consistency in approach across school
- Be a regular presence around school promoting good behaviour
- Develop a curriculum that promotes behavioural, social and emotional well being as well as academic elements
- Ensure there is a well-organised, visually appealing and motivating school environment
- Notify the governing board of:
 - any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
 - any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
 - any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

The Governing Body will:

- Ensure that policies designed to promote good behaviour and discipline are adhered to
- Review the effectiveness of the behaviour policy
- Analyse data and trends for Time Ins, Suspensions and Permanent Exclusions
- Set up a Discipline Committee to consider any Suspensions and Permanent Exclusions appeals

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a records of incidents of children who have received positive rewards and those who have displayed more serious negative behaviours eg. bullying.

It is the responsibility of the governing body to monitor data and to ensure that the school policy is administered fairly and consistently.

Appendices

1. Wilby School Rules
2. Home School Agreement



Wilby School Rules

Be Ready

To reach our full potential we need to be ready to learn and show hope to make things change.

Show Respect

To show respect to others and equipment we need to show compassion, forgiveness, friendship and thankfulness.

Keep Safe

To keep ourselves and others safe we need to show compassion and friendship.

Wilby CE VA Primary School
Home : School Agreement
2023-2024



The School

As a school we will support your child's learning in partnership with the family by:

- Providing a happy, safe, supportive Christian environment for them to be in.
- Encouraging a love of learning by praising success and effort.
- Ensuring your child has the opportunity to achieve their full potential as a valued member of the school community.
- Offering a broad, balanced and carefully planned curriculum which addresses the individual needs of your child.
- Encouraging your child to take care of their surroundings and show respect to others around them.
- Treating children and families with respect and courtesy at all times.
- Welcoming parents and carers into the life of the school
- Ensuring that staff are always available, by mutual arrangement, to discuss any concerns you may have about your child's progress or general welfare.
- Building strong home/school links through the use of the Classdojo, meetings and written reports.

Signed: _____

Class Teacher

Head Teacher

Appendix 4

The Family

As a family you will support your child's learning in partnership with the school by:

- Taking a positive interest in your child's school life.
- Treating the staff, children and other parents with respect and courtesy at all times. This includes not airing views about the school, staff, pupils and other parents on social networking sites such as Facebook.
- Making the school aware of any concerns or problems that might affect your child's school life.
- Supporting the school's behaviour policy and the actions of the staff when sanctions are applied.
- Ensuring that your child attends school regularly, on time and is properly equipped
- Informing the school by 9.30am, at the latest, if your child is absent from school and why.
- Arranging all non-emergency medical appointments outside of the school day.
- Ensuring that your child is collected from school promptly at the end of the school day and that the start and end of day procedures are followed.
- Supporting the school's homework policy and wherever possible promote opportunities for home learning.
- Attending the parent consultation evenings.
- Where possible, supporting your child at special church services and school events.

Signed: _____

Parents / Carers

The Child

I will do my best to keep the School Rules

Be Ready
Show Respect
Keep Safe

Child's Name: _____ **Date Agreement Signed:** _____