



Great Wishford C of E (VA) Primary School

No challenge too big, no child too small- for with God, nothing will be impossible *Luke 1.37*



Positive Behaviour Policy

Reviewed:	19/03/2023
Next Review date:	19/03/2024
Headteacher:	Stephanie Cleaver
Chair of AC:	Sue Bale

Rationale

At Great Wishford Primary School, it is important that every member of the school community feels valued, respected and understood. We want our school community to flourish as a learning community that promotes the well-being and dignity of all its members. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same and through our values of creativity, truthfulness, respect, perseverance, service and friendship we celebrate all as unique individuals within a community working together.

This Policy should be read in conjunction with the following:

- Teaching and Learning Policy
- Acorn Education Trust SEND Policy
- Great Wishford CEVA Anti-bullying Policy
- Child Protection Policy
- Staff Code of Conduct
- Equality information and Objectives Policy

Aim

At Great Wishford Primary School, we aim to:

- Provide a safe, nurturing and challenging environment within our Christian ethos.
- Support emotional well-being by using the W-I-N vocabulary from the Thrive approach (I wonder..., I imagine..., I notice...).
- Ensure all adults use consistent language to promote positive behaviour.
- Use positive and restorative approaches instead of punishments.
- Develop self-discipline in the children and a sense of responsibility for their own actions / choices.
- Create an environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Meet the needs of all our children through our behaviour policy, promoting good choices and making reasonable adjustments to accommodate all needs where appropriate.

Agreed procedures:

Our School Values and Ethos

We promote good behaviour and choices using our six core school values. These are Creativity, Friendship, Truthfulness, Respect, Perseverance and Service. These values underpin our behaviour policy, whole school ethos and our curriculum, allowing us to create a safe learning environment free from discrimination, intolerance and hate; encouraging the

children and the whole school community to live life showing our values in action, to be and become conscientious, resilient and tolerant British citizens.

Each term we visit one of our school values and consider how we can show this value in our everyday life. We reflect upon examples that we find in the Bible or see around us being lived out and think about how we will be able to live it ourselves. Our School Council take an active role in leading some of these reflections and, alongside our ambassadors, role model good behaviour choices and our school values every day.

Rewards

At Great Wishford we reinforce and promote positive behaviour through using rewards:

- Immediately following good behaviour
- Consistently to maintain the behaviour
- At regular intervals to maintain attention and motivation
- Fairly, so making sure all pupils are fairly rewarded

As a general rule, the following rewards are used (teachers may also implement different types rewards in their classrooms with agreement from the headteacher):

- Verbal praise (Whole School)
- Dojo Points (Individual classroom choice)
- House tokens and stickers (Whole School- Values lived out)
- Certificates (Whole School)
- Learning Points (Whole School- Learning)
- Positions of responsibility, e.g. ambassador (Whole School)
- Class celebrations (Individual classroom choice)
- Phone calls and postcards home (Whole School)
- Special privilege / treat organised by classteachers (Individual classroom choice)
- Positive teacher-pupil relationships (Whole School)
- Positive body language, a smile, thumbs up etc (Whole School)
- Being sent to the headteacher to share good learning / choices (Whole School)
- Public recognition e.g. in the school newsletter/website

Restorative Justice

At Great Wishford we use Restorative Justice to resolve conflict between children and reinforce appropriate and good behaviour choices through discussion. A member of staff facilitates and supports the children to come to mutual agreement within the parameters of the school behaviour management system without judgement.

We ask all the children involved 5 key questions:

- What happened?
- How did you feel at the time / how do you feel now?
- How did you feel before / what was it like before the incident?

- What would you like to see happen to move forward?
- Have you been listened to and had a chance to share your views?

Restorative Justice supports our Christian ethos and school values of truthfulness, service, friendship and respect. It allows the children to identify the issue and work together on an agreed supportive and respectful solution. The children may be asked to complete a 'reflection sheet' to help them to reflect on their behaviours and the incident.

Our Behaviour stages

In our stages we refer to our school values first as we verbally remind the children to make good choices and talk about how to show whichever value is most appropriate. If the same choices continue to be made by the child we will warn, using positive language and offering the chance to make better choices, that a stage 1 will be given next if a change in behaviour does not happen.

For our youngest children in Year R and in Year 1, the reminder and discussion about showing our school values in their good behaviour choices is as far as we go. We believe it is more important to build the understanding of why behaviour choices are good choices, or poor choices, is more important than issuing sanctions. We quickly communicate our concerns with parents if we feel a child is not responding to our behaviour policy and look to alternate support to meet individual need.

1. **Reminder of making good choices:** *"I noticed that you are... This is a reminder that we need to be respectful, truthful (school value). You now have the opportunity to make a better choice."*
2. **Warning:** *"I noticed you chose to ... This is the second time I have spoken to you. If you choose to keep making poor choices I will need to give you stage 1."*
3. **Stage 1:** 5 minute reflection time at lunchtime- class teacher contacts parents
4. **Stage 2:** 10 minute reflection time at lunchtime- class teacher contacts parents

The use of our stages will be characterised by the following features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions

Stages can be applied in sequence if a child fails to address their poor choices, or, in the case of seriously poor behaviour choices, stages can be arrived at directly, without having progressed through lesser stages.

In a very small number of cases, if a child is disturbing the learning of others and has not responded to the class teacher's use of stages, then a member of SLT will be called. Children who are removed from their class by a member of the SLT will be taken to a quiet

area to discuss the incident / their behaviour and ways to improve their behaviour choices. In rare cases, where the expected behaviour is persistently not chosen or where there is a serious incident, the school may use suspension or exclusion. The headteacher or a member of SLT will contact parents to discuss support.

We will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential SEND / mental health problems.

Whole School Thrive

We recognise that behaviour can be a way of communicating emotions. A number of our children have a need for pastoral care so all our staff work hard to build positive and supportive relationships with the children in their class, and as a small school, have the opportunity to build relationships across the whole school. All our staff have been trained in the Thrive Approach so have an understanding of child development and recognise that gaps in child development need to be filled as negative behaviour choices can be a communication of an unmet need. Using Thrive, we also recognise the needs of each of our classes and adapt our teaching appropriately by individual class Thrive assessment.

Support systems for individual pupil need

We acknowledge that some children may have Special Educational Needs and/or Disabilities and that this may impact on their ability to manage their behaviour consistently. In this case, the expectations of that child may need to be reasonably adjusted.

If there is a persistent problem the class teacher and the SENCO will draw up an Individual Behaviour Programme, or add targets to their SEND passport, to support the pupil in partnership with parents. All staff working with the pupil will be informed of this. This will give a consistent approach throughout the day.

If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are experiencing these difficulties, the school will provide targeted pastoral support or mentoring by adults or peers ie. Circle of Friends or peer mentors/buddies. It may be appropriate to involve external support such as the MAT or Local Authority SEND team. This support will be graduated and designed to support the needs of the child.

Suspensions

Suspensions will occur following extreme incidents at the discretion of the Headteacher under the following conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the children better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met other options may include a day seclusion with a member of the SLT or Headteacher. Throughout the process, we will explain what is happening and why it is happening to parents.

Exclusions

Exclusion will only be taken in cases where:

- Long term behaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is high
- The impact on staff, children and learning is high

Exclusion will be a last resort and we will endeavor to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Physical restraint

Physical restraint of children is only to be used as a last resort in situations where it is necessary to prevent injury to any person or serious damage to property.

As a guide to law: pupils can only be restrained if failing to do so would 'risk injury to themselves or another, or if they are in the process of a criminal act.' Only appropriate physical intervention is to be used in such cases.

All such incidences should be immediately reported to a member of the SLT. All other means of de-escalating the situation should have been exhausted, including making clear what the consequences of the child's actions will be, before resorting to physical restraint.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to investigate and 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 the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Appendix 1: **Behaviour Stages Chart**

<p>Values to show:</p> <p>Creativity</p> <p>Friendship</p> <p>Truthfulness</p> <p>Respect</p> <p>Service</p> <p>Perseverance</p>	Reminder Warning	<p>Calling out</p> <p>Distracting others</p> <p>Not sharing equipment</p> <p>Not treating equipment with respect</p> <p>Not listening to an adult</p> <p>Not helping to tidy away</p> <p>Leaving the classroom without permission (for example, to go to the toilet)</p> <p>Messing about / poor choices</p>	<p>This type of behaviour would be dealt with by the class teacher or adult on duty.</p>
	Stage 1	<p>Answering back</p> <p>Rolling eyes at an adult</p> <p>Using swear words</p> <p>Taking equipment away from another child</p>	<p>This type of behaviour shows a level of disrespect.</p> <p>This behaviour would result in the pupil missing time at lunchtime for reflection.</p> <p>Class teacher would inform parents.</p>
	Stage 2	<p>Kicking, punching or otherwise hurting another child- provoked</p> <p>Refusal to do work</p> <p>Deliberately breaking equipment</p> <p>Not admitting to what you have done</p> <p>Unkind name calling</p> <p>Spitting</p>	<p>This behaviour would result in the pupil missing time at lunchtime for reflection.</p> <p>This type of behaviour may be dealt with by a member of the school's SLT and may lead to a child being sent to work in another room away from their peers.</p> <p>Class teacher would inform parents.</p>
		<p>Racist or homophobic name calling</p> <p>Kicking, punching or physically hurting another child- unprovoked</p> <p>Kicking, punching or physically hurting an adult</p>	<p>This is very serious behaviour which would result in the involvement of parents. If the behaviour was at break or lunchtime the pupil would not be allowed to play outside for up to a week in order to ensure that there was not a reoccurrence. This type of behaviour could also lead to the loss of privileges such as school trips. If repeated or extreme, these behaviours could lead to a suspension (or exclusion).</p> <p>HT would contact parents.</p>

Great Wishford Primary School

Serious Incident / Stage 2 or SLT / duty teacher called

Appendix 2:

NB: Children in EYFS and Year 1 will generally only receive a Reminder and Warning. The focus at this early stage of education will be on explaining what makes the poor choice of behaviour a poor choice.

Child's name:	Date:	Time:
Class teacher:	Year group & class:	
PLEASE WRITE YOUR NAME AND DATE IN EACH SECTION YOU COMPLETE		
What led up to the incident? What was the context/location (if relevant):		
Name of person recording & date		
Details of incident:		
Name of person recording & date		
Child's comments/account:		
What action did the Duty Teacher /or person dealing with incident take? Please state outcome?		
OUTCOME: Stage 1 / 2 / Internal seclusion / Suspension / Exclusion Other:		
Parents contacted: Yes / no Teacher aware: Yes / no Head / SLT aware? Yes / no	Name of person who decided outcome : Completed form to office for filing: yes / no	

Appendix 3:

Bullying Incident Report Form

This form will be sent to the headteacher upon completion for filing.

Personal details	
Name of person reporting incident:	
Name of pupil(s) being bullied:	
Gender:	
Year group:	
Form group:	
How may we contact you (please circle)?	
At school	At home
Home address:	
Email:	
Telephone:	
Incident details	
What happened?	

Where did the incident take place?

When did the incident occur?

Who has been suspected of bullying?

Did anyone else see the incident?

According to the victim, how often does the bullying take place?

According to the victim, how long has the bullying been going on?

Appendix 4:

CLASS RECORD OF STAGES

NB:

STAGE 1 UPWARDS TO BE GIVEN FROM YEAR 2 UPWARDS ONLY

REMINDER AND WARNING- FOCUS ON EXPLINING POOR CHOICE BEHAVIOUR FOR YEAR 1 AND EYFS

Class

Week commencing 20.....

[illegible]

Please remember – for those incidents that are a **Stage 1** and above – please use appropriate form to record what the behaviour was that led to the incident/Stage being given.