



A FAMILY, A FOUNDATION, A FUTURE

# Whitminster Endowed C of E Primary School

## Behaviour Policy

Reviewed by A Parry-Jones in consultation with all members of the school community.  
Agreed by Curriculum Committee: Autumn 25  
Review Date: Annual Review – Autumn term 26



### *Our Ethos:*

*'Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils. Each child is recognised as an individual and encouraged to develop his or her varying talents, interests and potential. We aim to provide an ethos in which pupils can learn and be happy, providing them with a firm and lasting foundation of knowledge and values to serve them as they grow up and take their place in society.'*



### Introduction

- All children have the right to be educated and to have equal access to all areas of the curriculum and to all other opportunities provided at school, without hindrance or fear of others.
- Good behaviour and discipline allows effective teaching and learning to take place.
- It is the shared responsibility of every member of the school community to promote high standards of behaviour and positive relationships, which contribute to a safe environment.
- Our behaviour policy is underpinned by the whole school Vision Statement.

### Definitions of terms used in this policy

<b>Good behaviour</b>	-conduct which enables the school to fulfil its stated aims i.e. the education of all the pupils
<b>Bad/poor behaviour</b>	-conduct which prevents or hinders the school from fulfilling its stated aims
<b>Discipline</b>	-our view of discipline is a system that uses a positive approach to improve or moderate pupil behaviour. It emphasizes the use of praise, encouragement and incentive and uses reprimand and punishments sparingly and when appropriate. It is based upon a code of conduct that encourages self-discipline and an atmosphere of mutual respect in school.

### Aims of our policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To promote high self esteem, where achievements at all levels are celebrated and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for their own behaviour.
- To foster an ethos that is based on mutual respect, honesty, fairness, politeness and good manners.
- To educate our children through Christian values, of what is right and what is wrong.
- To make the boundaries of acceptable behaviour clear and to ensure safety of everyone.

- To actively encourage good behaviour.
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### **A whole school approach**

All members of the school community share the responsibility for meeting our school aims and to ensure that everyone involved in our school is aware of our behaviour policy and procedures.

### **Governors**

Governors have overall responsibility for the general ethos of the school by: -

- approving the policy
- supporting the Head Teacher and staff in behavioural matters
- implementing the LAs exclusions policy.

### **Head teacher**

- The Head teacher is responsible for promoting and encouraging standards of behaviour that reflect the aim of this policy. This includes:
- drawing up the staff code of conduct in conjunction with staff and Governors and ensuring it is understood, adhered to and consistently and fairly applied
- supporting staff, pupils and parents
- exercising powers to exclude pupils within the LAs framework.

### **All Staff**

Staff have the responsibility of setting and maintaining high standards throughout the school. This includes;

- monitoring and reviewing the policy
- setting/modelling acceptable standards of behaviour
- instituting a consistent system of rewards and sanctions
- setting up efficient and clear procedures for classroom management (teaching staff)
- providing clear instructions and setting attainable targets using differentiated outcomes/activities
- insisting upon pupil responsibility to respect the school environment
- providing an appropriate working environment where such factors as seating, grouping of children, access to resources and noise level are all considered
- using the SEN policy to identify and provide for behavioural issues
- teaching our children to make the right choices and to take responsibility for their own actions
- maintaining contact with parents for all aspects of behaviour
- being vigilant and not allowing any incidents of poor behaviour to go unchecked
- dealing with minor incidents quickly, calmly and fairly
- reporting major incidents or persistent misconduct promptly to the class teacher, senior teacher or Head teacher as appropriate
- re-enforcing , praising and rewarding good behaviour
- adhering to the agreed school routines
- supporting procedures for the use of rewards and sanctions

### **Parents in partnership**

We aim to involve parents as fully as possible in fostering good behaviour in and around the school by seeking their support and co-operation in the following ways;

- we will endeavour to keep our parents as informed as possible and ask them to support the school behaviour policy and procedures by acknowledging this in the home/school agreement
- Adding a summary of the policy in the Autumn term newsletter
- including information about this policy in our school prospectus
- keeping parents regularly informed about their child's behaviour both good and bad

- encouraging parents to inform school of any change in family circumstances which might affect their child's behaviour at school
- dealing fairly and sympathetically with parent's complaints about treatment of their child at school
- offer support to parents who are experiencing difficulties with their child's behaviour

### **Children's Responsibilities**

- To use the school's values and individual class rules to ensure positive behaviour at all times
- To work to the best of their ability and allow others to do the same
- To treat others with respect and politeness
- To accept authority of and obey the instructions of all the staff in school
- To take care of and show a responsible attitude to property and the environment in and out of school
- To co-operate with other children and adults

### **Links with other areas of the curriculum**

#### **PSHCE**

##### **The importance of PSHCE in the Behaviour Policy.**

PSHCE help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed active and responsible citizens. Pupils are encouraged to contribute fully to the life of their school and communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. (National Curriculum Framework for PSHCE supported by the Jigsaw scheme of work)

The non-statutory guidelines for PSHCE can be directly related to the Behaviour Policy here at Whitminster School.

#### **Foundation Stage**

In the Early Years Guidance Personal, Social and Emotional Development is a specific curriculum area.

By the end of the foundation stage, most children will be able to achieve the goals set out under the following headings:

- Self Confidence and Self awareness
- Managing feelings and behaviour
- Making relationships

It is also an implicit part of the other curriculum areas.

#### **KS1 Knowledge Skills and Understanding**

*Developing Confidence and responsibility and making the most of their abilities.*

Pupils should be taught:

- To recognise what they like and dislike, what is fair and unfair and what is right and wrong.
- To share their opinions on things that matter to them and explain their views.
- To recognise, name and deal with their feelings in a positive way.
- To think about themselves, learn from their experiences and recognize what they are good at.
- How to set simple goals.

#### *Preparing to play an active role as citizens*

Pupils should be taught:

- To take part in discussions with one other person and the whole class.
- To recognise choices, they can make, and recognise the difference between right and wrong.

- To agree and follow rules for their group and classroom, and understand how rules help them
- To realize that people and other living things have needs, and that they have responsibilities to meet them.
- What improves and harms their local, natural and built environments and about some of the ways people look after them.

*Developing a healthy, safer lifestyle*

Pupils should be taught:

- Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

*Developing good relationships and respecting the differences between people*

Pupils should be taught:

- To recognise how their behaviour affects other people.
- To listen to other people, and play and work co-operatively.
- To identify and respect the differences and similarities between people.
- That family and friends should care for each other.
- That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Children should be taught the knowledge, skills and understanding through the breadth of opportunities laid out in the National Curriculum document.

**KS2 Knowledge Skills and Understanding**

*Developing Confidence and responsibility and making the most of their abilities.*

Pupils should be taught:

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society.
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.

*Preparing to play an active role as citizens*

Pupils should be taught:

- Why and how rules and laws are made and enforced. Why different rules are needed in different situations and how to take part in making and changing rules.
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
- To resolve differences by looking at alternatives, making decisions and explaining choices.

*Developing a healthy, safer lifestyle*

Pupils should be taught:

- To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- School rules about health and safety, basic emergency aid procedures and where to get help.

*Developing good relationships and respecting the differences between people*

Pupils should be taught:

- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

- To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

Children should be taught the knowledge, skills and understanding through the breadth of opportunities laid out in the National Curriculum document.

### Rules

The School's behaviour policy is led by the School's Vision Statements and by the school values:

- Celebrate and be proud
- Give respect, gain respect
- Create, learn and achieve
- Aspire, be challenged and confident in all you do
- Value yourself and others
- Embrace, enthuse, enjoy
- New day, new start

These are displayed in every classroom and in key areas in the school. They are frequently discussed and used with the children to develop each class's own more specific set of rules, and rules for conduct around the school and the playground. These guidelines are also shared with parents. They are used to reward children and also to sanction them.

These values will also be linked to our assembly themes taken from the 'Values for Life' scheme. At the beginning of each year every teacher in the school with responsibility for a class teaches the children the school's behaviour system.

The lesson should cover the following points;

- Explaining and discussing why we need rules.
- Discuss the school values and what they mean, checking for understanding.
- Develop own class rules together based on the school values.
- Discuss how children who follow the rules will be rewarded.
- Explain and discuss why you have sanctions.
- Teach the sanctions.
- Check for understanding

These rules are then displayed in the classroom with the school values and are actively promoted immediately. They are revised at the beginning of each term and amended where appropriate. Any adults working in the class must also reinforce these class rules.

### Rewards

#### Class Rewards

These rewards are put in place to help to motivate the children to follow these rules. This is sincere and meaningful attention given to the children for behaving according to expectations- for choosing the responsible behaviour and attitudes that will lead to greater success in school and increased self-esteem.

They are;

- **Normal classroom praise.** Words of praise, saying something positive that will have an impact on the child/ren. Be specific. If a child has a particular target they are trying to reach reward their efforts towards this.

When a child does something the teacher feels needs more, then they can receive a further reward from the list below. The more special the action the greater the reward. Each year group may have reward systems that are pertinent to their group of children.

- **Golden Time** In KS1 for a period of 30 mins each week, in KS2 one afternoon per term children are rewarded for their good behaviour with Golden Time. The children in consultation with the teacher can choose activities to do.
- **Team points** We have three school teams (A cup is given to the winning team each week, for sports day and overall team points) Final tally is given in celebration assembly. Team points are awarded in class.
- **Visit other members of staff.** Allow the children to get positive recognition from other teachers and staff and to show them that everyone is committed to the system.
- **Certificates and Awards.** Each week in Celebrate and Be Proud worship the children are rewarded in front of the whole school for their efforts. It could be a piece of work, several pieces of work, good behaviour or a target they are working towards.
- **Values Champion Awards.** These are linked to the topic and a small prize is awarded each week to a member of each class for the values in action.
- **Half Termly Star Award.** Staff nominate a pupil from their class to receive this award, pupils will be given a special gold star badge and given a book token.
- **Half Termly Sports Award.** Children are awarded for demonstrated positive attitudes and behaviours particularly in PE and Sports activities.

### Class Sanctions

There will be times when the rewards and rules system does not work or when a child chooses not to follow the rules. When this occurs the sanctions that all the children are aware of come into force. The whole school, teaching staff, teaching assistants, midday supervisors and supply staff will use the 'Good to be Green' behaviour scheme

The sanctions are;

- **Normal Classroom Practice.** Talking to the child reminding them that they do have a choice. Praising a child who is following the rules who is near to the child who is not and so on.

**After exhausting your normal classroom practice, if the child still doesn't respond then the following sanctions can be used.**

- **A yellow card** is issued for inappropriate behaviour and displayed by the pupil's name. This is a visual warning that their behaviour is inappropriate and should be modified. The card can be removed if the behaviour improves.
- **A red card** Is issued, if after the yellow card there has been a further incident of the same inappropriate behaviour or behaviour that is so severe that it requires further action. The pupil's name and description of the behaviour is recorded on CPOMS.
- **Loss of Golden Time** If a pupil receives a red card then they have lost some of their 'golden time':
  - KS1 – 5 minutes
  - KS2 – 15 minutes

If a pupil loses all their golden time this will result in the head teacher meeting with the parents to discuss further sanctions. (Appendix 1)

A record of red cards will be kept on CPOMS so that recurring patterns can be identified and if appropriate used as evidence to support further actions that may need to be taken e.g. A child being put on a pupil support programme, or involvement of outside agencies.

Each teacher must be constantly aware of the behaviour of each child in his or her class. Teachers must use their professional judgment about when it is appropriate to involve a child's parents informally, and in consultation with the Head formally, about a child's behaviour.

If the behaviour alerts staff to a child protection issue, then correct child protection procedures should take place (see Child Protection Policy)

All individuals working with children, young people and their families have a duty and responsibility to report any allegations or concerns of a child protection nature, which comes to their attention. When such a concern is raised you should:

- Discuss with the Designated School Safety Lead, Miss Alison Parry-Jones.
- In writing, log briefly and accurately the concern and the child's comments.
- In those cases where there is a concern but are unsure about how to proceed contact the
- **Children's Help Desk Tel: 01452 426 565** and ask to speak to a social work practitioner.
- Further guidance can be found at <https://www.gloucestershire.gov.uk/gscp/>

At lunchtimes Midday Supervisors will keep staff informed of incidents which may affect afternoon behaviour.

Where there are concerns about a child's behaviour and therefore the safety of the child and other children, the Headteacher has the right to exclude that child from going on visits outside of school. If this happens parents must be consulted in the first instance and an appropriate course of action agreed. If an agreement cannot be reached, then the parents are able to follow the school's complaints procedures.

### **Individual Behaviour Plans (Pupil Support Programme)**

Where children do not respond to the normal school sanctions for behaviour, then in consultation with the Headteacher, SENDCo, child and the parents the child may need an Individual Behaviour plan. This is a short-term plan, which aims to adjust the child's behaviour pattern through positive reinforcement, each lesson, each day. This record goes to and from school for the parents to see and is followed up by the Headteacher each week. The child works towards targets and it aims to reward the good steps towards reaching targets. (see appendix 1) These need to be designed specifically for the child.

### **Home/ School Records**

These are designed to monitor a child's behaviour over a longer period of time than the behaviour plan. They can take on a similar format and should again reward the positive aspects of the child's behaviour. These are monitored by the Headteacher.

They are used as an informal communication between home and school and are used where close monitoring is constantly required for example where a pupil is statemented.

### **Exclusions**

The school follows the LA guidelines for exclusions. Children may be excluded from school on a fixed term (temporary) or permanent basis. Only the Headteacher can exclude a pupil. The decision to exclude should normally only be taken:

- In response to serious breaches of the school's behaviour policy
- Once a range of alternative strategies, including the development of a Pastoral Support Programme has been tried and found to fail
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious Breaches are considered as:

- Bullying (actual or threatening behaviour that is wilful, conscious and has the desire to hurt, threaten, or frighten someone over a period of time.)
- Theft
- Vandalism
- Extortion or blackmail
- Leaving the premises without permission
- Truancy
- Persistent disobedience or challenging authority

- Lewd behaviour, language or gestures
- Assault or actual bodily harm
- Sexual &/or racist abuse whether physical, verbal, actual or threatened

### **Bullying and Racist Incidents**

A copy of the ANTI-BULLYING, LA Guidance for Schools and Don't Suffer in Silence is kept in the Head teacher's office. Allegations of Bullying are taken very seriously and are always fully investigated.

#### **Definition**

The definition of bullying is when a child or adult is deliberately hurtful.

- Behaviours including aggression,
- It is repeated often over a period of time
- It is difficult for victims to defend themselves against.
- It can be physical (hitting, kicking, taking belongings)
- Verbal (name calling, insulting, making offensive remarks)
- Indirect (spreading nasty stories, excluding from social groups).
- In the case of racism it may include any of the above and include name calling due to colour, ethnicity, religious belief or nationality.
- It can be cyber bullying, prejudice-based and discriminatory bullying
- This definition covers all forms of bullying - homophobic, cyber, Lesbian, gay bi-sexual and transgender, racist, Gypsy, Roma and Traveller children.

The headteacher must be informed of any allegations made by a child or children of bullying or racism. The incidents are investigated fully involving both the victim and the bully, a formal record of these is made and reported to the Governors and LA and is dealt with according to the sanction's laid down in the School's Behaviour Policy. In extreme and severe cases of persistent bullying or racism exclusion may be necessary. The situation is then monitored closely to begin with to make sure that it has not started again and then all staff review the policy annually.

Bullying education is an integral part of our PSHCE programme, it is discussed termly as part of assembly and parents are reminded termly about bullying what it is and how to deal with it. Peer mentoring, Young leaders and a whole school buddy scheme watches out for pupils who are isolated and not joining in. Pupils are encouraged to help, offer for them to join in a game or to sit and discuss with them why they are unhappy.

Staff are all trained on how to deal with Bullying and it is discussed annually at the Behaviour Policy review and more often if needed. Each week we have a section of the staff meeting where we discuss any pupils we are concerned about and how we can all help.

Where there are concerns about bullying staff should look for the following indicators;

- A pupil may not want to go to school
- Begin truanting
- Often feel ill
- Suddenly become ill when it is time for school
- Be frightened to walk to and from school
- Begin to lag in their school work
- 'Lose' possessions at school
- Cease to communicate very well
- Change their behaviour, eg become aggressive, withdrawn, anxious etc
- Lose their appetite
- Have regular nightmares and/or bedwetting

- Ask for money or begin to steal money
- Bully younger brothers/sisters
- Attempt suicide

This is not an exhaustive list neither is it comprehensive, pupils can display many complex behaviours when they are being bullied and staff need to look out for changes.

### **Physical Interventions**

The school follows the county guidelines on physical interventions and focuses on preventative measures before embarking on restrictive physical interventions.

Preventative Measures include

- Setting Conditions
- Assessment
- Planning
- Intervention

Staff at the school should only use physical contact with pupils in emergency situations. Physical intervention should only be used in the best interest of the young person or other young people, should never be punitive and should be reasonable, proportional and necessary.

Those emergency situations may include when a pupil has to be prevented from or stopped from continuing the following:

- Committing a criminal offence
- Injuring themselves or others.
- Causing damage to property.

A risk assessment will be undertaken where a pupil is deemed at risk of needing physical intervention and there is a strong probability of a pupil needing physical intervention.

The member of staff should try to calm the situation by talking to the pupil, try to get them to stop what they are doing, tell them what will happen if they do not stop. If a child is being restrained the teacher should make it clear that this will stop as soon as it ceases to be necessary.

Physical intervention by staff should be reasonable and might involve physically interposing between pupils, blocking a pupil's path or shepherding a pupil away. Pupils should not be pushed, pulled, tripped, slapped, kicked or punched. They should not be held around the neck or collar have limbs twisted, be held down face first, have their hair/ears pulled or held in a way that might be considered indecent. Restrictive Physical intervention should not be undertaken by staff other than staff who have Team Teach training unless it is a dire emergency.

If an incident does occur, it will be reported to the Governors with a written report including;

- The names of the young person/people involved
- When and where the incident took place
- Names of any witnesses to the incident
- Reasons why force was necessary
- Context within which the incident occurred-antecedents: behaviours and how they escalated; what was said; preventative measures; degree of force used; how it was applied and details of any injuries suffered to the young person, staff members or damage to property.

Complaints against members of staff will be dealt with in accordance to our complaints policy.

### **Physical Contact with Pupils**

There are occasions when physical contact with pupils may be proper or necessary and has no connection with restraint. Staff need to use professional judgment in areas such as;

- Demonstrating P.E, supporting PE and swimming and gymnastics
- Giving first aid,
- Physical prompts to learning modelling a pencil grip/ scissor grip ensuring technology tools are held correctly.
- A positive pat on the shoulder, a held hand or comforting a distressed pupil.
- Taking a pulse in science

Complete guidance and policy procedure can be found in Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings.

<https://www.gov.uk/government/publications/safer-recruitment-safer-working-practices-policy-framework>

Appendix 1

<p><b>Target for:</b> <b>Date:</b></p>
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\_\_\_\_\_ has agreed to these targets jointly with his/her class teacher. He/she must take this target sheet with him/her to all lessons and must have it available for all staff at all times.

If \_\_\_\_\_ keeps to these targets he/she will have a positive comment put on his/her record sheet. If \_\_\_\_\_ does not keep to these target(s) a comment on the target(s) he/she has not kept will be put on his record sheet.

His/her record sheet will go home each night to be signed by his/her parents.

\_\_\_\_\_ must have at least four positive comments each day. He/she understands that if not, the school will move to the next stage on the behaviour programme. If he/she does achieve his target we will discuss a reward.

1. I

2. I

3. I

4. I

5. I

Pupil: \_\_\_\_\_

Teacher: \_\_\_\_\_

Review Date:

Behaviour Record for .....  
Beginning .....

Week

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson 1</b>					
<b>Break</b>					
<b>Lesson 2</b>					
<b>Lunchtime</b>					
<b>Afternoon</b>					
<b>Assembly</b>					
<b>Teacher's Comment</b>					End of week comment
<b>Parent's Comment</b>					End of week comment

**Headteacher's Comment**