

# West Wittering Parochial C.E. Primary School

Enjoy, Achieve, Aspire



## Behaviour Policy

Date created: February 2022

To be reviewed: February 2023

Signed (Chair of Governors) Lesley Kendall

We are a community committed to providing positive learning opportunities for all within a framework of Christian values and practice. We achieve this through providing a broad, rich and engaging curriculum that has our school values of '*enjoy, achieve and aspire*' deeply rooted within them.

### **Rationale**

This policy supports our work towards fulfilling our vision statement. As a Church of England school, Christian values underpin this behaviour policy, and alongside statutory and Local Authority guidance, support actions and decisions undertaken by the Headteacher and Governing Body of our school, with the safeguarding of all our pupils taking priority.

It is the responsibility of all members of the school community to ensure that each individual feels valued and able to contribute fully to the life of the school. Without an orderly atmosphere, effective teaching and learning cannot take place; the negative impact from inappropriate behaviour affects those who misbehave, the learners around them, and the adults supporting them - this is unacceptable.

A vital part of the education our learners receive is concerned with their spiritual, moral, social, cultural, emotional and physical development. Through this they learn about values such as honesty, respect and perseverance; they learn how to behave responsibly in a range of contexts and how to be a good citizen. Additionally the RHE curriculum (Sept 21) looks very much at the importance of 'relationships' with how we foster positive relationships with others. This curriculum will be used to support behaviour development in the school. Our curriculum provision will always reflect these important aspects of learning.

### **Golden Rules**

Our behaviour and policy expectations are built around the Golden Rules, which have been written in collaboration with the children. Our pupils and staff know these rules and can refer to them. They understand that these rules help make our school a special place and if they are broken, then our children dislike it.

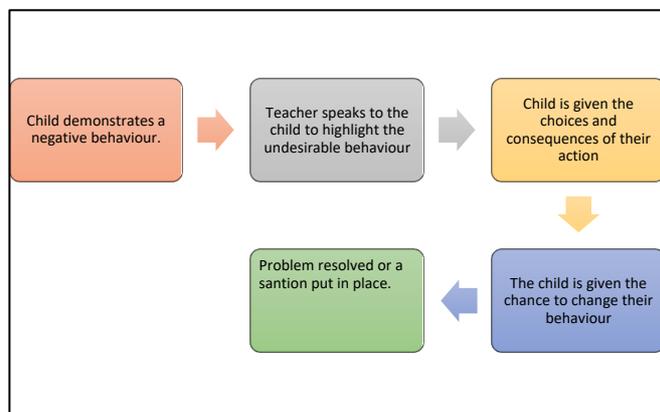
In each classroom there is an agreed class charter / Golden Rules poster, to remind the children what is expected of them. This poster will be used by teachers to identify which of our agreed rules are being met by the children. These Golden Rules posters/signs extend outside onto the playground and they are available for teaching assistants and midday meals staff to use during break times.

### **Aims, objectives and procedures**

Our main aim is to encourage good behaviour throughout the school. This can be done in a variety of ways through praise, which may be expressed verbally or non-verbally. Opportunities to praise are actively sought out by all stakeholders within the school.

It is the responsibility of all adults who work in the school to behave as role models for those in their care, for example by being polite and treating people equally and with respect. All adults in school are expected to have high expectations in terms of behaviour which they ensure are made clear to the pupils. These expectations are based around our Golden Rules, which the children have ownership of and review (See Appendix A)

If a child is misbehaving they will be initially warned about the action that they are doing and how it is undesirable. They will be offered a choice to change their behaviour (linked to our Golden Rules) and will be given the associated consequences of their choices so they can make an informed decision. Should a child decide not to change their behaviour then a sanction will be put into place to deal with this. See flowchart below.



Class teachers must have appropriate and consistently upheld sanction and reward systems in place, for example Team Points, stickers, rewards, badges and Headteacher awards – these systems will be regularly reviewed and may need to be adjusted to ensure inclusion of all pupils, and suitability for specific cohorts.

The strategies for positive support and action outlined in Appendix B will be an integral part of everyday practice for all

adults who work in our school. This gives an example of the types of rewards and sanctions that can be applied to different situations. Due to the fact that no two incidents are ever the same, each case will be dealt with on a case by case basis. However, it must always be made clear that it is the bad behaviour causing offence, not the child.

### **Types of behaviour**

Negative behaviours are divided into two main types, ‘Undesirable behaviour’ and ‘Extreme Behaviour’.

Examples of the type of behaviours that we would define as extreme are:

- Seriously upsetting or hurting another child (this is not just physical)
- Deliberately destroying property
- Consistently refusing to follow instructions
- Behaviours that stops others learning
- Refusal to enter into dialogue about their behaviour
- Involvement with non-prescription drugs

A discussion will take place between the head/ assistant head and the member of staff who observed the incident, to decide whether it is classed as ‘extreme behaviour’.

### **Online Safety**

Occurrences of negative behaviour do not just occur in school face to face, they can also occur online. These such incidents are referred to as Online/E-Safety incidents. All children in our school, along with all staff and other adults, are requested to sign an Acceptable Use Policy (AUP) to confirm that they will use the school technology/network for the right purposes. Should a child be using the internet/network for inappropriate reasons then they will be dealt with under this behaviour policy. This could result, in serious cases, to the child’s network privileges being removed. This applies to incidents that take place in school, or on a school based web platform. If there is an incident that starts outside of school between two or more school children, not on any school platforms, then the incident will not be dealt with by the school, unless the school feels that the incident will/is spilling over into school.

All children in the school receive annual Online Safety training on a progressive curriculum cycle, as part of both the RHE and computing. This ensures that the children are taught how to behave appropriate online and how to look after themselves, and to know what to do if they feel unsafe.

### **Monitoring, Review and Evaluation**

The Headteacher is ultimately responsible for the discipline of pupils on a day-to-day basis. The Headteacher will monitor behaviour in the school and ensure appropriate support and guidance is available for all parties.

The Governing Body supports the Headteacher and staff in maintaining high standards of behaviour and discipline through a range of monitoring activities. This may lead them to take further action, such as asking further questions of the Headteacher, or recommending consideration of specific action points as a result of the monitoring. Headteacher and Governing Body will review the policy annually.

### **Rewards**

When a child works well in school and demonstrates exemplary behaviour/work they will be rewarded. The type of reward varies depending on the positive behaviour. Rewards are anything from a team point or sticker, through to being made 'Star Learner of the Week' or a small prize from a prize box given by the Headteacher/teacher. These rewards do vary depending on the age of the child and the child's needs. Some of our classes use team points, while others use Dojo points. This is to give teachers some autonomy in the way that they use their class rewards, to make it bespoke to the children whom they teach, thus making it more effective. The Headteacher ensures fairness across the school.

### **Sanctions**

Our Christian values are incorporated into the way we deal with negative behaviours and the value of forgiveness is at the heart of all of this. These values articulate that we 'Value all God's Children', understanding the uniqueness of individuals. This does mean that the way we deal with incidents from different children may vary slightly, to reflect this. Adults speak to children about the idea of forgiveness and about learning from our experiences. Children start each day a fresh, and are forgiven for what behaviours they displayed the previous day.

There are a whole host of different sanctions that can be given to children who are demonstrating poor behaviour choices. These sanctions vary dependent on the severity of the behaviour, but Appendix B is used to demonstrate the hierarchy of behaviour sanctions based upon the type of behaviour. When appropriate, we always try to consider how we are going to change our behaviour in the future and the impact that our behaviour has on others. Children may be asked to take part in a 'restorative justice' meeting to try to resolve the issue and to prevent further incidents. If this is carried out, an adult will always lead this.

### **Dealing with Extreme Behaviours**

When dealing with extreme behaviours, time will be taken to discover exactly what happened and this will be recorded. Extreme behaviours do get accelerated through the ladder of sanctions quicker and they will be dealt with promptly by the Headteacher, or in his absence, the senior teacher in charge. The leadership team will always contact parents when an extreme behaviour is expressed and the incident will be recorded online in our safeguarding software CPOMS. Extreme behaviours normally carry a sanction of missing time and the child will spend break times with the Headteacher talking

through actions or taking 'time out'. If it is decided that a child deliberately, and significantly, hurts another child/staff member then the offending child may be removed from the classroom either for the remainder of the day, and/or part/all of the next day and they will work in the presence of a member of the Leadership Team, to remove them from the situation. Parents will be made aware of this.

### **Exclusions**

The exclusion of a child will only come into effect when the Headteacher has assessed the evidence and is sure the child is responsible for the extreme behaviour and that exclusion is the best course of action (possibly after consultation with the WSCC inclusion officer). If a child is to be excluded, the chair of governors will be contacted and made aware of this at this point. Parents will be contacted to discuss the child's behaviour and the decision that has been made; they will also receive a letter of exclusion from the office. When the child returns to school there will often be a reintegration meeting arranged between the Headteacher/ Leadership team, child and parent to plan future strategies to deal with similar situations. A support programme will be put together to support the reintegration of the pupil back into school after their exclusion and considerations will be made to decide whether it is appropriate to put the pupil on the SEND register to help support them.

### **Home and School Partnership**

A positive partnership with parents will be sought at an early stage, in order to give best possible support for the child to make changes to their behaviour (Appendix B). Parents and pupils will be expected to read and sign the Home School Agreement at the start of the Reception Year and KS2 i.e. Year 3 - Appendix C.

### **Positive handling**

All school staff will follow the DFE Use of Force Guidance 2013 (or any subsequent Government guidance which supersedes this). Use of reasonable force to control or restrain pupils is a legal power, and will only be used as a last resort, and with the minimum degree of force to achieve the desired result – for example to prevent a pupil committing a criminal offence, injuring themselves or others, or damaging property. The school will uphold its Legal duty to make reasonable adjustments for disabled children and children with SEND. Staff who have received 'Team Teach' training may be called to deal with a difficult situation, but it is not necessary, particularly if a delay in action by those staff present could be dangerous, or cause the situation to escalate. (Appendix D)

### **Covid-19 Amendments to policy**

During the last two years we have added an addendum to this policy to make adjustments to the behaviour policy in light of the changing landscape of Covid-19. Moving forward, we appreciate that the landscape is still changing, schools will need to be responsive to the local situation. The following are considerations to this policy for if/when the local Covid situation dictates it and when the leadership team of the school have escalated the schools response. These are some of the typical expectations, but depending on the severity of the measures only some may/may not be implemented.

#### ***In addition to the normal behaviour policy children and staff should:***

- *Respect the revised day to day expectations of the Covid Escalation Plan*
- *children should adhere to the revised rules and expectations for entering and exiting the school site if applicable*
- *children should follow any rules on staying in their own rooms unless directed*

*otherwise*

- *children should only interact with others in their own bubble throughout the school day*
- *children should only use their designated entrance and exits to the school building*
- *children should stay at their own desks unless directed otherwise*
- *children should obey social distancing rules if implemented, in and out of the class bubble*
- *children should follow hygiene rules, including washing hands when asked to throughout the day*

#### **Be aware of, and follow, expected Self-Care and Health needs**

- *children should inform an adult if they feel they have any Covid-19 symptoms (symptoms will be shared with children)*
- *children should use tissues when sneezing or coughing and dispose of in lidded bins, not recycle bins*
- *children should only go to their designated toilet one at a time and thoroughly (at least 20 seconds) wash their hands after use*
- *children should only use their own resource packs, not interfering or touching any others resources or equipment*
- *all items used in the class bubble should be cleaned and sanitised after use e.g. lunchtimes and end of school day*
- *children should only use their own water bottles and eat/drink their own food. No sharing is allowed*
- *children will not bring any additional items into school other than lunch boxes, water bottles, and essential clothing (coats/PE shorts)*
- *Children will only use the toilet directed to them by the class teacher or other adult in the school*

#### **Handwashing and Hygiene**

*Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands/use antibacterial gel before entering school, before and after eating and at regular intervals during the day.*

*We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.*

*Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see Behaviour Policy)*

#### **Social Distancing**

*Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times. Children will have their own table in each classroom where they are to head to each day, this is spaced 2m apart (or as close to as possible). Children will put their hand up if they need an adult's support, they will not get out of their seats. Should a child refuse to follow social distancing measures, disciplinary procedures and sanctions will be used.*

*We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.*

## Appendix A

### **Golden Rules**

# Our Golden Rules

These 'Golden Rules' are important to us at school as they were written by our school community. They remind us of how our school family should behave and respect one another and our school.

## **WE ARE GENTLE**

**- WE DON'T HURT OTHERS -**

## **WE ARE KIND AND HELPFUL**

**- WE DON'T HURT ANYBODY'S FEELINGS -**

## **WE LISTEN**

**- WE DON'T INTERRUPT -**

## **WE ARE HONEST**

**- WE DON'T COVER UP THE TRUTH -**

## **WE WORK HARD**

**- WE DON'T WASTE ANYONE'S TIME -**

## **WE LOOK AFTER PROPERTY**

**- WE DON'T WASTE OR DAMAGE THINGS -**

**Enjoy, Achieve, Aspire**

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## Appendix B

### Behaviour Management Plan – West Wittering Parochial C.E. Primary School

Consequences for inappropriate behaviour need to be clear and consistently enforced. The hierarchy of sanctions will be followed, although some more serious actions would immediately place a child further up the levels. As well as showing sanctions a range of suggested supportive actions which could be put in place is outlined.

<b>Child's behaviour</b>	<b>Sanctions / action taken</b>	<b>Positive support / action</b>
Child learns with their peers in class context – some inappropriate behaviour	Warnings by staff Stay in at playtime to do / complete work Class Teacher to contact parents if concerned / ongoing Persistent incidents entered onto CPOMS Discuss with SENDCO if ongoing Whole school issues explored at assembly Strategies put into place & monitored	Individual class rewards Behaviour Targets leading to Golden Time/ Agreed Rewards Children praised at assembly Star awards
Child participates in playtimes with their peers – some inappropriate behaviour	Class Teacher to contact parents if concerned / ongoing Warnings by staff Use of 'Time out' Small amount of missed time Playtime issues explored at assembly	Children's positive behaviour identified & recognised Headteacher Awards Lunchtime/break time stickers
Child interrupting or stopping learning in classroom.	Child removed from classroom Work outside the class, or in library With agreement, work in another class under supervision Work under supervision of SENDCo, Senior staff or Head Parents informed by Class teacher	Agree what needs to be done to give that child access to working back in own class Identify what the required behaviour "looks like" SENDCo, Senior staff and Head can be involved
Child behaving antisocially or disregarding rules at playtime.	Warnings by staff Use of "Time Out" Child removed from playground Request assistance from other staff E.g. SENDCo, Senior Staff or Head Not allowed out to play - be under supervision of SENDCO/Senior staff/Head Parents informed by Class Teacher or Head	Give options: choices and consequences. Track behaviour on CPOMS Re-integrate under supervision Identify key Lunchtime Supervisor for that child so they know who to go to if there is a problem Agreement for child to come indoors to an identified space SENDCo, Senior staff and Head can be involved
Ongoing or serious disruption in the classroom or at playtime.	Child "internally excluded" by Head or Senior staff Usual class privileges removed. Child given a different work base e.g. Library, or with the Head Parents involved	Parents, class teacher, SENDCO and Head involved Behaviour targets set for specific child to work on Support offered for child and parents Explain choices and consequences to child Inform child of gradual re-integration to class/play Put on Individual Monitoring Sheet for close monitoring.

		<p>Identification of a "Safe Place" for child to go to if necessary</p> <p>For children at risk of exclusion set up Pastoral Support Programme</p> <p>Multi agency meetings arranged if appropriate</p>
<p>Persistent and serious disruption with blatant disregard for school rules. Serious disregard for rights of others and serious interruption to others' learning.</p>	<p>FIXED PERIOD EXCLUSION</p> <p>Implemented by Head Teacher following County guidelines</p> <p>Letter written to parents</p> <p>Chair of Governors informed.</p> <p>County informed via required paperwork.</p> <p>Re-integration meeting planned for parents &amp; child with the Head</p>	<p>Emphasise seriousness of Fixed Period Exclusion at re-integration meeting</p> <p>Class teacher likely to be present at this meeting</p> <p>Discuss with parents and child what is expected of them in our school</p> <p>Emphasise that help and support is available for the child and parents</p> <p>Pastoral Support Programme implemented or maintained involving fortnightly meetings with all stakeholders</p> <p>Multi agency meetings arranged if appropriate</p>
<p>Escalating and persistent breach of school rules and rights of others with no evidence of progress over time.</p> <p>Strategies in place not effective.</p>	<p>PERMANENT EXCLUSION.</p> <p>Parents informed in writing.</p> <p>County informed via required paperwork.</p> <p>Chair of Governors informed.</p> <p>Governors' Exclusion Committee meets.</p>	<p>Discussions take place between County, Parents and other schools to decide which school will receive the child.</p>

## APPENDIX C

### HOME SCHOOL AGREEMENT - September 2021

#### FOR THE SCHOOL

We will work together to achieve our:

#### Vision Statement



**Enjoy, Achieve, Aspire**

We are a community committed to providing positive learning opportunities for all within a framework of Christian values and practice. We achieve this through:

- Fostering a sense of fun
- Valuing creativity and imagination
- Developing self-belief
- Challenging all to aim high

#### **We will:**

- Provide a safe, well-ordered and caring environment.
- Have clear aims and learning objectives for all pupils in order to help them achieve the very best they can.
- Have robust systems in place for tracking pupil progress and setting them appropriately challenging targets.
- Provide constructive feedback for tasks and homework set.
- Demonstrate that each and every pupil is valued as an individual.
- Always inform you at an early stage of any concerns we may have so that you can discuss and become involved in any matter relating to your child.
- Ensure we are available by prior arrangement, to discuss your child's progress or your concerns.
- Provide opportunities for you to express your views on school issues and have those views listened to.
- Have consistent behavioural expectations for all pupils supported by a clear behaviour policy which details expectations, rewards and sanctions.
- Make every effort to ensure that school policies are understood and followed by staff, children and parents.

On behalf of the school

Date: September 2021

Signed:

Nick Matthews  
Headteacher

Signed:

Mrs L Handford  
Chair of Governors

## **FOR THE FAMILY**

As a parent/guardian of a pupil at West Wittering School I/we will:

- Support the Christian ethos and culture of the school.
- Support my child's learning, including ensuring the completion of any homework set.
- Encourage my child to read, and read with her/him on a regular basis.
- Support the school in maintaining high standards of behaviour by subscribing to the school's Behaviour Policy.
- Respond to any reasonable request by the school to discuss my child's education.
- Make an appointment with my child's class teacher, or with the Headteacher if I/we have any concerns about my child or the school's practice.
- Ensure that, as part of our responsible use of social networking sites, we will not post negative, or personal comments with regard to the school or staff.
- Ensure my child's regular attendance and a high standard of punctuality.
- Ensure my child has what he or she needs to take a full part in all activities.
- Comply with the school's Uniform Code.

Parent/Guardian          Signed.....

Date.....

## **FOR THE PUPIL**

As a pupil at West Wittering School I will:

- Be proud of our school logo and be part of our Christian community.
- Encourage my parent(s) to be involved with my learning.
- Work to the best of my ability.
- Remember to bring my book bag, home link book and PE kit each day.
- Behave so that all children can work and play safely and without interference.
- Treat each other and living things with consideration and respect.
- Use the internet responsibly and not post negative or personal comments about my school or other children who come here.
- Use school equipment sensibly and treat other people's belongings with care.
- Take pride in my appearance and wear school uniform.
- Come to school regularly and on time.
- Make sure the school is a pleasant environment by keeping it clean and tidy.
- Try to look after the environment by re-cycling, composting and turning off lights when they are not needed.
- Follow our Golden Rules:
  - We are gentle – we don't hurt others
  - We are kind and helpful – we don't hurt anybody's feelings
  - We listen – we don't interrupt
  - We are honest – we don't cover up the truth
  - We work hard – we don't waste our own or others' time
  - We look after property – we don't waste or damage things

Pupil                          Signed .....

Date.....

## Appendix D

### Use of Force Guidance 2013

#### About this departmental advice

This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power.

#### Expiry or review date

This advice will be kept under review and updated as necessary.

#### Who is this advice for?

- School leaders and school staff in all schools<sup>1</sup> in England.

#### Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power. 1 “All schools” include Academies, Free Schools, independent schools and all types of maintained schools 4

#### What is reasonable force?

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

[For full document, please see the updated guidance found here](#)