



BEHAVIOUR POLICY

Our Vision:

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

Our Values:

To ensure the well being and safety of our pupils are met through our school values of:

Respect – by respecting each other and preventing all forms of bullying to ensure the safety and wellbeing of our children.

Compassion – by considering the needs of each child as an individual, valuing diversity and expecting everyone to look after each other and keep everyone safe.

Creation – creating a positive, safe and secure environment which allows children to thrive and flourish.

Perseverance – To persevere in providing an inclusive, welcoming and friendly environment in which Christian and caring values are central to the ethos of the school, ensuring all children feel valued and secure.

Service – by building trusting relationships and ensuring equal opportunities for all the children we serve, to help to keep everyone safe.

Aims

At Willaston Church of England Primary School we have an expectation of the highest standards of behaviour and we aim to:

- Encourage good behaviour and respect for others preventing all forms of bullying

- Create a positive atmosphere in which children are praised for displaying good behaviour as well as good work
- Encourage learning by providing an inclusive, welcoming, friendly and supportive environment in which Christian and caring values are central to the ethos of the school, ensuring all members of the community feel valued and secure
- Promote equality of opportunity for all. To value diversity and encourage responsibility, self-confidence and raise self-esteem in all aspects of school life.

Principles

Willaston Church of England Primary School is committed to promoting respect, fairness and social inclusion. We ensure we comply with equalities legislation and the duty to promote the well-being of pupils (section 21 of the Education Act 2002, as amended by section 38 EIA 2006 and the Equality Act 2010) eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

Vulnerable pupils – such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked-after children – receive behavioural support according to their need. Children in all these groups can experience particular difficulties with behaviour, for example, related to medical conditions, lack of understanding or trauma.

Inclusion Principles

- Staff at Willaston CE Primary School value pupils of different abilities and support and promote inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best support for each child.
- Within each class, teaching and learning styles and class organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Rules

To maintain a positive and safe learning environment and to reinforce the positive ethos of our school, we have agreed the following school rules with the children:

*At Willaston CE Primary School
we would like you to:-*

*Respect God, each other and the environment.
Treat others the way you want to be treated.
Always listen and try your best.
Look after each other and help everyone to stay safe.
Be an individual and have fun.*

School rules are discussed with children in assembly at the start of the year and re-visited frequently through teaching and learning in every aspect of our work with children. They are displayed in every classroom and throughout the school. In addition, our school prayer re-enforces these school rules on a daily basis.

Rewards

Rewards for good behaviour and work will be:

- House Points (given out by any member of staff to any child for good behaviour or good work). The top three children in each class will be able to choose from the agreed rewards with the class weekly. Parents are informed through Parentmail. House Captains are responsible for promoting positive behaviour through the house point system and collecting the house points from each class on a Friday.
- Headteacher's Certificate (given to one child in the class who has produced very good work or demonstrated outstanding positive behaviours, presented in assembly on a Friday).
- Invitation to dine at the Golden Table will resume when it is safe to mix year groups together again following the Covid restrictions.
- Golden Time is a whole class reward given at the discretion of the teacher and used to practice skills taught across the curriculum.
- Star of the Week (presented to one child in the class during sharing assembly for a pupil who has demonstrated one of our school values).
- Good Deeds are displays of our school values, recognised by the pupils in the class and nominated to have their good deed displayed on our 'Tree of Good Deeds' in the school hall.
- Praise and encouragement (given to children verbally and through marking of children's achievements and work).
- Celebration of good work (children share good work and examples of positive behaviours with other adults in the school during Friday's sharing assembly).
- Good work postcards are sent home to parents/carers every half term.

Teams with the most house points each half term are given a reward which has been chosen by the children. Classroom management strategies are unique and individual to each class and individual children when necessary.

Sanctions

The consequences for making a poor choice in the classroom will be:

- One verbal warning.
- Name is written on the board.
- Name is ticked on the board and the child will walk around with an adult at the next playtime, or, for 15 minutes of lunch time. This is recorded on the sanctions form held by the class teacher.
- Reception children are given 'time out' if their name is ticked on the board.

The board is wiped clean at the beginning of every session depending on age and individual needs. Children are given the opportunity to improve their behaviour and the process begins again from the beginning.

The consequences for making a poor choice in the playground will be:

- One verbal warning.
- Children will walk around supervised by an adult or sit out as appropriate to the age and needs of the child for five minutes.
- Children will be taken to speak to an appropriate adult if their behaviour is considered serious or persists. (Class teacher, Learning Mentor, a member of the Senior Management Team.)

The consequences for making a poor choice in the dining hall will be:

- One verbal warning.
- Children will be asked to eat their lunch on a different table, or, if waiting in the line will be asked to come in to lunch with the following class.
- Children will be taken to speak to an appropriate adult if their behaviour is considered serious or persists. (Class teacher, Learning Mentor, a member of the Senior Management Team).

The consequences for making a poor choice during wet playtime will be:

- One verbal warning.
- Children are given 'time out' to consider their actions.
- Children will be taken to speak to an appropriate adult if their behaviour is considered serious or persists. (Class teacher, Learning Mentor, a member of the Senior Management Team).

If a child consistently demonstrates unacceptable behaviour, or the level of behaviour is serious, the following steps may be applied. (Not all steps will be followed in all cases).

- A member of the Senior Management Team will speak with child about their behaviour.
- HT or DHT may speak to the child about their behaviour.
- For certain children it may be appropriate to remove privileges. This may be deemed necessary to improve behaviour in the future.
- An incident considered to be serious would be recorded on an Incident Behaviour Form (Appendix 1) and is shared with the parent.
- Consultation between teacher, child and parent to agree strategies to support and improve the child's behaviour.

Behaviour improvement strategies could include:

- Home School Book
 - Star/Target Charts
 - Work stations
 - Positive Behaviour Plan (Appendix 2)
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- Consultation with Parent and member of Senior Management Team identifying triggers to behaviour and successful strategies for support. This may be recorded on a Positive Behaviour Plan and reviewed as appropriate to individual need.
 - Monitoring meetings with Parents according to a child's individual need with a focus on targets and timescale for improvement. This may be recorded on Positive Behaviour Plan.
 - Involvement of outside agencies e.g. Educational Psychologist, behaviour management consultants will be recommended if appropriate.

In some circumstances a specific incident may be viewed serious enough to miss out some of the stages above. For pupils with behavioural, social or emotional difficulties, or identified disabilities such as ADHD, Willaston CE Primary School will ensure that all '**reasonable adjustments**' have been made to help the child to be included in school (a requirement of the Equality Act 2010.)

In truly exceptional circumstances, it may be necessary for the school to fast track a child through this procedure, if he/she, other children or staff are at risk. In such circumstances, parents would be contacted directly by the Headteacher. Further steps may then be taken which may lead to exclusion in line with the school's exclusion policy.

Hopefully, we will not have to resort to these consequences. Our Ofsted report in April 2017 commented that -

“Pupil behaviour was excellent in all lessons and around the site. Pupils are articulate, mature and they are adept at working collaboratively with their peers”.

Our Church of England SIAMS report (March 2017) stated that **‘Behaviour is exemplary. Politeness, courtesy, care for each other is evident throughout the school. It is a care that extends to the world’.**

Dealing with Complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO / Deputy Headteacher or Headteacher, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- If the issue still cannot be resolved, the parent may contact the **Chair of Governors, Mr. J Hilditch** whose contact details are available from the school office.
- Any issues that remain unresolved at this stage will be managed according to the school’s *Complaints Policy*. This is available, on request, from the school office and on the school website.

Approved by Governors 12th October 2020



Signed Chair of Governors

To be read in relation to Inclusion, Exclusion and Anti Bullying Policies.



Appendix 1

Positive Behaviour Plan

Name	Date

Trigger Behaviour(s)

Description of Behaviour	Potential Risk

Preferred Supportive and Intervention Strategy			
Verbal Advice and Support		Distraction	
Reassurance		Time Out	
CALM talking/stance		Withdrawal	
Negotiation		Cool Off (Directed/Offered)	
Choices/Limits		Humour	
Consequences/Rewards		Change of Adult	
Planned Ignoring		Success Reminder	
More Time to understand explanation		Simplified Instructions	
Other Strategies that work with this child:			

Praise Points/Strengths (areas that can be developed and built on)

Views of the Pupil
Pupil Name
I feel angry when.....
I feel better when.....
Signed (pupil)


Other factors that should be taken into account (medical/SEN etc)

How will the parents support this plan?

Review Date

Signed by		
	Signature	Date
Class Teacher		
SMT		
Parent		

Appendix 2

 RISK REDUCTION PLAN		Name: Class:
Date:	Triggers	Medical Information: (that need taking into account before physically intervening)
Stage of Crisis	Describe the Behaviour what does it look and sound like (Describe common behaviours/situations)	Preferred supportive/intervention (Describe strategies that should / could be in place at each stage and by who)
Anxiety level 1		
Defensive/Escalation level 2		
Crisis level 3		
Recovery		
Emotional Reaction		
Follow Up		
Additional information/Preferred strategies : (Describe preferred holds, standing, sitting stating numbers and names of preferred staff and useful 'get outs' that can be used when holding)		
Notification required:		
Plan agreed by		
Name (School) _____ Signed _____ Name (Parent) _____ Signed _____		



Incident Behaviour Form

Name of Pupil _____ Year/Group _____

Date of Incident ____/____/____ Time of Incident ____ - ____ Place _____

Name of person completing this form: _____ Signed _____

Name of any **other** staff involved/ witness to incident: _____ Signed _____

_____ Signed _____

What triggered the incident?

Instruction given	Noise	
Sanction imposed/ reprimanded	Change to routine	
Change over time or end of break/ lunch	Another person invading their space/ getting too close	
Change of task	Hungry	
Frustrated with work	Losing in a game/ activity	
Did not want to work	Bullying	
Provoked by another pupil	Medication issued	
Argument with other pupil	No clear trigger/ don't know	
Feeling unwell	Other (please specify)	

Behaviour:

Punching/ Hitting (state who)	Refusal to work	
Kicking (state who)	Damaging property	
Biting (state who)	Disruption to group/ individual	
Spitting (state at who)	Trashing room	
Pushing (state who)	Throwing objects	
Aggressive Behaviour/ intimidation (towards whom?)	Throwing objects at staff/ other pupils	
Ran into the car park/ off the premises	Encouraging others to be disruptive	
Ran out of class and around school	Climbing up furniture/ building/ other	
Ran into the playground	Abusive language	
Shouting/ screaming	Swearing	
Ignoring staff instructions/ advice	Allegations against staff	
Hiding	Other (please specify)	

De-escalation techniques tried:

Verbal advice and support	Reassurance	
Calm talking	Humour	
Distraction	Choices offered	
Step away	Support systems	
Negotiation	Non-threatening body language	
Change of face	Instructions given	
Warning about consequences	Time out offered/ given	
Pupil moved to safer place/ away from staff/ pupils	Reducing stimuli e.g. noise, brightness	
Removal of object	Other (please specify)	

Physical Intervention- Complete only if physical intervention was used

Please tick the reasons for any physical intervention	
Prevent injury to themselves or others	
Prevent damage to property or to prevent the individual from committing a criminal offence	
Move the individual to a safer place	
Maintain good order	

Technique(s) used	Number of staff involved (add initials)	Sitting	Standing	Kneeling/ Sitting on floor	Effectiveness (out of 10)	Length held for:
Steering away						
Friendly hold						
Single elbow						
Figure of four						
Double elbow						
T-Wrap						
Half Shield						
Other:						

Indicate which body part was held by which member of staff _____

First Aid- Complete only if an injury has been sustained as a result of the incident

Treatment required	Yes	No
Examination/ treatment accepted	Yes	No
Accident form/ book completed	Yes	No

Name of injured pupil or member of staff(s) _____

Give details of how the injury was sustained and treatment given: _____

Other

Pupil view of the incident (if willing to discuss) _____

Actions as a result of incident (if known) _____

Incident Reported to:	Date	Signed
SMT		
Parent		
OTHER (Please indicate):		

If any witness statements/reports have been made in relation to this incident, please attach to this form