



Weaverthorpe CE (VC) Primary School
Weaverthorpe
Malton
North Yorkshire
YO17 8ES
Telephone: 01944 738280
E-mail: admin@weaverthorpe.n-yorks.sch.uk
Head Teacher: Miss J Wilkinson B.Ed. (Hons)



Behaviour Policy

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on 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.

- To promote learning through a calm, purposeful and happy atmosphere in school.
- To learn to care for others, showing tolerance and respect.
- To encourage increasing independence and self-discipline, learning to accept responsibility for own behaviour.
- To have a consistent approach to behaviour throughout school, at an age-appropriate level, with parental co-operation and involvement.
- To have clear boundaries of acceptable behaviour and to ensure safety.

Contextual factors

Weaverthorpe CE (VC) Primary is situated in a very pleasant position, overlooking the village in the heart of the Wolds valley. We serve a rural community and take children from the villages of Weaverthorpe, Helperthorpe, Butterwick and some outlying farms. The main school caters for children from 4 to 11, plus a part-time Foundation One class for children from the age of 3. Weaverthorpe CE (VC) Primary is a vibrant school with talented and hard-working staff and pupils.

Weaverthorpe CE (VC) Primary School's aim is for pupils to be happy and successful. It is a caring school which has a supportive family atmosphere where a strong ethos of caring and respect runs through the school. Children are very supportive of one another and older children support younger ones in school, both formally and informally throughout the year. Behaviour standards are high and children have high moral standards and a sense of fairness. They are concerned for the welfare of others both locally and in the wider world.

The staff and governors work to promote both high expectations and a distinctively Christian ethos based on Christian values.

THE VISION AND VALUES OF THE SCHOOL

Our Christian School aims

- To be a welcoming rural school with a friendly Christian ethos, where learning is exciting, challenging and engaging; and where children reach their full potential.
- To encourage care, respect and celebration for themselves, **all** others and the environment in which they live and learn.
- To deliver high standards of teaching where we can develop questioning minds and skills for life-long learning.

Our Christian values

We aim to:

- Respectful – to show empathy towards each other and to respect all and their belongings.
- Good learners – we will demonstrate good learning behaviour and meet challenges in a positive way.
- Trustworthy – we will tell the truth and show that we can be relied upon.
- Kind, forgiving and patient – with ourselves and each other.
- Fit and healthy – we will know how to live healthy, active lives.

We aim to:

- Enjoy learning – we all want school to be good fun!
- Care for the environment - at school and in the wider world.
- Have good manners.
- Be confident and believe in ourselves.
- Become independent – as we learn.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness, forgiveness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Related policies

Our school's anti-bullying policy and child-protection policy may be read in conjunction with this behaviour policy.

Inclusion

Weaverthorpe strives to be an inclusive school. Whilst this policy covers the behaviour of all the children in school, we recognise that at times some individuals may need different arrangements, in order to include them in our school. For example, an IPM (Individual Provision Map) may be in place with specific reference to aiding individual good behaviour.

The role of the governing body

The governors must agree a written statement of general principles for an overall behaviour and discipline policy. They should periodically review this statement.

- The statement should include: the ethos of the school, offering a clear and defensible set of values and making clear boundaries of acceptable behaviour;
- the school's moral code;
- positive and constructive rules of conduct;
- the rewards and punishments to be fairly and consistently applied.

Before finalising the statement the governors should consult with parents. Governors should also satisfy themselves about the Head teacher's policies.

Statement of principles

At Weaverthorpe C of E (VC) Primary School we desire that all the children should be taught effectively and have the opportunity to learn. It is our intention that children should be safe and happy throughout the day.

To enable this to happen, we believe that all members of the school community, children, all staff, parents and governors, should:

- have high expectations for their own and others' behaviour;
 be forgiving of others;
- involve parents in helping children at each stage;
- respect and support each other, demonstrating a responsibility for others;
- show respect for the school environment and equipment
- consider the safety of everyone;
- help themselves and others learn;
- make a positive contribution and recognise the contribution of others;
- be listened to and listen to others;
- realise the equal value of all and value differences;
- avoid raised voices and aggressive body language;
- treat all in a clear, fair, consistent and calm way;
- expect and help the classroom to be a quiet, ordered place;
- expect the relationship between children, teachers and parents to be one of trust;
- conform to school standards and practices without losing individuality;
- recognise achievements;
- expect good behaviour to be rewarded and poor behaviour to be dealt with appropriately.

School Rules:

At Weaverthorpe School we have "The 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;
- We work towards forgiveness.

Class Rules:

Each class may have its own age appropriate rules, usually worked out by the children, with their teacher, at the beginning of each academic year.

Praise:

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

- teachers and other staff congratulate children;
- we distribute rewards (*stickers, class points etc*) to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

Rewards:

At Weaverthorpe School we have a Cloud system. At the start of each day every child starts with their name on the Golden Cloud. If a child misbehaves their name is moved onto the grey cloud. Their name is returned to the golden cloud once they have demonstrated an improvement in the behaviour. This should be within the teaching session if possible. No child should be left on the grey or black cloud for more than 30minutes without an explanation as to why. If a child is moved to the grey cloud and there is no improvement in the behaviour their name is moved to the black cloud. If a child's name is put in the black cloud they will miss 5 minutes of their 'Golden Time' (Friday pm) for each time their name is on the black cloud.

In the celebration assembly of the week, staff present children with certificates for good work and good behaviour.

Staff may also use a variety of other reward strategies as appropriate for their class; for example, raffle tickets, merit stamps, star chart or stickers, table points, verbal praise, being sent to other teachers for special praise, mention in worship/assembly etc.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own away from distractions.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the child is told that his/her actions are unacceptable and they are warned not to repeat them. We use a 'cloud' system. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. Serious misbehaviour can result in the child missing one or more playtimes and/or missing activities such as PE or swimming if the misbehaviour occurs during these activities.
- If a child regularly misbehaves, each incident of disruption may be recorded in a separate Record Book reserved for that child.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the normal sanctions are put into place. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- In extreme cases when sanctions fail to remedy a child's behaviour the child may be put on a Behaviour Support Programme which involves parents more closely.

The child may also be put on a Behaviour Contract which monitors daily behaviour and is seen by parents.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children. Each teacher also has his/her own reward system, which encourages compliance with this classroom code. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The school does not tolerate bullying or teasing of any kind. If we discover that an act of bullying or teasing or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While

it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Some staff have completed the training for Restrictive Physical Intervention and this will be updating as appropriate.

Classroom Approaches:

Rewards do need to be age appropriate. All children should benefit from rewards including those children in the mid-range of ability and aptitude.

Younger children frequently respond to short-term rewards rather than waiting for half-termly or termly recognition.

Rewards will be set out in child-friendly language.

It is essential that boundaries of acceptable behaviour are consistently applied by all staff. This will be supported through staff development meetings.

Rewards through Praise

Public and private praise giving the reason for praise.

Praise good behaviour as well as work.

Show an appreciation of children's contributions.

Praise those doing the right thing to provide an incentive for others to receive praise.

Rewards to Build Success

Use stickers and comments on work to encourage children to respond positively and critically.

Give children responsibilities as a reward as a way of raising self-esteem.

Rewards linked with the School's Assessment Policy.

Provide pupils with opportunities for self-evaluation and therefore recognition of achievement.

Rewards to Congratulate

Certificates for specific achievements e.g. special events, class competitions, personal breakthrough moments.

Effort and Achievement Awards.

Celebration assemblies for the sharing of achievements and awards.

Strategies for individual pupils with special needs

Behaviour and social targets can be set. Targets should be understood by the child, parent and teacher. Targets should be specific, achievable by the child, and for a timed period. The child should be aware of the reward to be gained.

Parental support and interest should be enlisted.

Further support is available through the SEND Co-ordinator.

Where a child is presenting persistent significant behavioural difficulties a plan to manage the child and bring about improvements will be written. Relevant staff, agencies and the parents will be involved. The plan will be communicated to all relevant staff.

How do we manage unacceptable behaviour?

The school does not have a strict set of sanctions which a child might progress through in a set order yet our priority is to address unacceptable behavioural issues in a consistent way. Decisions should be considered, fair, reasonable and not made on impulse. Every effort should be made to establish the truth of a situation and a “cooling down” period may be advisable. However, issues should be addressed as soon as possible whilst memories are fresh and evidence available. If possible, discussions should follow lessons rather than impinge upon them. Every effort will be made to maintain safety and retain pupils’ access to the curriculum. Punishments should be appropriate both in terms of frequency and severity. Staff will need to make their own judgements about the appropriateness of punishments matched to the child’s misbehaviour.

Consequences:

Although we wish to promote good behaviour through the use of praise and reward, there will sometimes be the need for consequences for unacceptable behaviour.

Staff need to:

- Aim to be a positive role model.
- Separate the child from the behaviour – be disapproving of the behaviour not the child.
- Remain calm and in control – try to prevent a situation becoming confrontational.
- Think about the language used – e.g. it is inappropriate to tell a child to “shut up”.

When children use inappropriate behaviour, staff will use a system of warnings to manage that behaviour and to send a clear message to other children that something is being done.

Steps in sorting out problems in behaviour

Normally the following steps might provide a framework to address misbehaviour. They are not incremental. A child may experience many Step 1s about a range of minor misbehaviours. Whilst a serious misbehaviour, especially one that hurts another child or adult or causes significant damage to property will be addressed by Step 2 or Step 3.

STEP ONE:

- Most children need only a reminder that their behaviour is unacceptable, so there will be no punishment for receiving one warning. When misbehaviour is identified, an adult will discuss it with the child and an appropriate way forward agreed.

STEP TWO:

- If necessary, a second warning will be given, and the child’s name will be moved to the grey cloud.

STEP THREE:

- Child’s name moved to black cloud, to miss 5 minutes of golden time.
- If the above is not enough child sent to another class, with work, to remain there for rest of that session and asked to apologise.
- Child could be sent to headteacher or senior teacher.

Staff to keep a record of children’s behaviour, logging any warnings, or any instances of time out or when child sent out of class – a “Incident Log” to be kept in each classroom. To be reported to SENCo as appropriate.

STEP FOUR:

- Using professional judgement, and usually after three incidents of being sent out, OR in the case of serious physical or verbal aggression or bullying, parents will be contacted to discuss their child's behaviour
- If staff are doing more than the norm to manage behaviour, an IPM (Individual Provision Map) will be completed with the child, parents and teacher. The child will be placed on the Register of Special Educational Needs, and regular reviews will be held with the SENCo.

STEP FIVE:

- If the child is still struggling to complete the targets set on the IPM, and cannot conform to school rules, parents and outside support agencies will be called in as appropriate.
- Exclusion within school, exclusion from school and permanent exclusion will be considered.

All teaching staff should support Lunchtime staff, supply teachers, teaching assistants, students and volunteer helpers when dealing with behaviour issues.

At Step 1 the following actions may be taken:

Through discussion, children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others.

They may need to write an account of what happened.

They may be reprimanded.

They may need to apologise, either verbally or in writing.

They may need to make a new agreement as to what they will do in future.

Sanctions

Pupils may be required to:

- Do jobs in their own time.
- Have their position in class changed to prevent recurrence and remove temptation.
- Be separated from others for a specific period.
- Lose their break time, this must be supervised.

At Step 2 the additional actions may be taken:

Communication with Parents

Staff will need to inform parents if a worrying pattern develops or a specific incident is serious enough. A worrying pattern of behaviour may include repeated bullying, stealing, defiance, tantrums, swearing or disruption of lessons.

A serious enough specific incident may include hurting another person sufficiently so they need treatment, name calling related to racism or sexuality, damage to school property, leaving the school premises.

Parents may be contacted by telephone, letter or through meeting them at the end of the day. Normally the initial contact would be to invite them in to discuss the matter.

When a parent is contacted the Head teacher will be informed.

At Step 3 these additional actions may be taken:

- Pupils may have their behaviour monitored over a period of time and then reviewed.
- Pupils may be required to pay for damages caused.

At Step 4 these additional actions may be taken:

- Pupils may receive a fixed-term exclusion.
- Pupils may be permanently excluded.

Partnership with Parents

Parents have responsibilities which contribute towards the good conduct of their children. These include ensuring:

- regular attendance and punctuality;
- their child has suitable clothing;
- their child has a suitable breakfast.
- their child has with them any books or equipment they need for their work;
- that homework is properly completed on time and actively encourage and reward progress.

Parents should also encourage their child to participate fully and positively in their day-to-day school work and in the wider life of the school and community.

Parents need to co-operate with the school in matters of discipline and reinforce the school's efforts at home.

Parents are encouraged to keep in contact with the school beyond the formally organised parents' evenings.

The school staff also has responsibilities towards parents.

They should provide a welcoming environment for parents.

Good behaviour as well as bad should be drawn to parents' attention.

Staff should respect the difficult role many parents have.

Time should be taken to explain incidents and school procedures.

The school recognises that carers other than a child's natural parents may have parental responsibility e.g. adoptive parents, foster parents, step-parents, guardians, unmarried fathers who have assumed parental responsibility under the Children Act 1989. In the case of a Looked After Child the local authority has parental responsibility.

When a serious incident occurs parents should be notified as soon as possible, given an indication of its relative seriousness and offered an early opportunity to discuss the matter. Such an incident might be vandalism, hurting a child enough for him/her to receive first aid, repeated misbehaviour, known bullying, repeated swearing.

It may be necessary to agree a joint action plan with the parent. This should be recorded in writing, usually in the form of an IPM. The pupil should be either present or informed of any such action plan.

Teachers and governors should be alert to the difficulties and pressures which can arise from unstable family relationships and the impact of unemployment, homelessness, family bereavement, racial tension and illness. Sometimes family reorganization may result in children having very disrupted lives and moving between

different homes or moving out of areas where they had established friendships. For some pupils, the school may temporarily be the only secure, stable environment. It has been shown that, when children have relationships outside the family in which they feel valued and respected, this helps to protect them against adversity within the family. Pupils may nonetheless feel inhibited about discussing changes in their family lives. Some children take primary responsibility for caring for parents who are sick or disabled. This may have an adverse effect on children's emotional and educational development. The school's processes for recording and identifying pupils with problems should be sensitive to possible links between behaviour and other experiences in a child's life. This may lead to the need to involve other agencies or support services in order to assist the pupil's development.

In cases where a child's behaviour at school indicates serious problems at home, schools must be alert to the need to involve social service departments.