



Weaverthorpe C.E. Primary School

Behaviour Policy

**Adopted by: Full Governing Board
Spring2 2021**

Review date: Spring2 2022

The Lord is my shepherd. He guides me in the right paths as he has promised.
Psalm 23

Contents

1	Aims / Ethos	2
2	Vision and Values	3
3	Responsibilities	3
4	Scope.....	4
5	Rewards.....	4
6	Sanctions	5
6.1	Approach.....	5
6.2	The Cloud System.....	5
6.3	Detention.....	6
6.4	Parental Review	6
6.5	Exclusion.....	6
7	The Use of Confiscation and Physical Restraint.....	7
7.1	Confiscation	7
7.2	Physical Restraint	8
8	Monitoring, and Evaluating Behaviour	8
9	Family Support.....	8

1 Aims / Ethos

The aim of Weaverthorpe School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way.

The primary aim of the behaviour policy is not to enforce rules but to promote good relationships, so that people work together with the common purpose of helping everyone to learn.

We always try to be proactive and create an environment where children and adults feel happy, safe and valued.

The forms of behaviour considered unacceptable or inappropriate are listed in the section on 'Sanctions' below. The school's Anti-Bullying and Equality policies deal more specifically with bullying and racism.

This policy has been prepared with reference to the Behaviour Principles agreed by the IEB. The legal basis, where relevant, is referenced in [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

2 Vision and Values

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Weaverthorpe School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

This policy sits within our wider school Vision and Values and aims to promote our 'Compass' values of Love, Friendship, Kindness and Courage.

At Weaverthorpe School we are on a lifelong journey together. We look out for one another with love, kindness and friendship at the heart of what we do. We are creative in our teaching and learning and value our own community whilst learning about and experiencing the world beyond it. We foster courage and resilience in all that we do and are committed to developing a love of learning. We ensure that all are valued as we live and work together in our Christian Family.

3 Responsibilities

The Headteacher will:

- ensure that all staff understand this policy and have relevant training, e.g. in de-escalation and the appropriate use of physical restraint
- support staff in applying the policy
- monitor behaviour
- ensure that new pupils and their parents/carers understand the expected behaviour, the rewards and possible sanctions
- liaise with parents and external agencies where necessary

Staff will:

- take a consistent and measured approach to behaviour (taking account of children's specific circumstances where relevant, e.g. SEND)
- reinforce acceptable behaviour as part of the curriculum
- ensure children understand the reasons for rewards and sanctions, using them as a learning experience
- be aware that misbehaviour may indicate an underlying issue with safeguarding implications, e.g. home conditions, a response to bullying
- manage transitions, for example ensuring that when children move class the staff in that class are aware of any behaviour issues
- maintain clear records and develop/apply Behaviour Plans where necessary
- escalate behaviour issues to the headteacher or SENDCo where necessary

Parents/carers are expected to support the school in dealing with misbehaviour. This policy is available on the school website to ensure they have a clear understanding of the school's position.

4 Scope

This policy applies to children:

- when they are on school premises
- when they are engaged in school related activities, e.g. external visits, sporting events, school transport
- when they are clearly identifiable as members of the school, e.g. by uniform

In all cases of mis-behaviour the teacher can only discipline the pupil when they are under the lawful control of the staff member.

5 Rewards

At Weaverthorpe we always try to focus on positive behaviour and reward children for this.

Through consultation with the children, aspects of behaviour seen as worthy of positive recognition and reward are:

- Listening carefully
- Walking sensibly
- Playing with everyone
- Being polite
- Looking after the school environment
- Going the extra mile and not giving up

Rewards include:

- Mentions in good work celebrations on Wednesday Mornings where certificates will be awarded for English, Maths and promoting our school values.
- House points will be given to children for good work and good behaviour
- Children within years five and six who behave in an appropriate manner may also be selected as house captains

Rewards such as stickers, prizes and jobs of responsibility are all given at the discretion of the class teacher.

6 Sanctions

6.1 Approach

Whenever dealing with poor behaviour we always separate the behaviour from the child i.e. we don't say a child is bad but that they have behaved badly. De-escalation strategies will be used whenever it becomes apparent that a child is having difficulty behaving. At each stage the aim is to ensure the child understands the reason and fairness of the sanction and to avoid residual resentment or animosity.

In exceptional circumstances, and in liaison with the Headteacher/SENDCo, particularly where a child may have SEND, the school behaviour system and sanctions may be adapted to reflect individual circumstances.

Strategies such as visits to 'chill out' areas and loss of class privileges are at the discretion of the class teacher.

6.2 The Cloud System

The schools behaviour system revolves around a 'cloud' system within each class. This works as follows

If throughout the day a pupil does something that warrants a sanction, and following a warning, they are asked to move their name. A move to the grey cloud results in some missed playtime (children are supervised outside to ensure they have some fresh air). Children in Willow Class miss 5 minutes and children in Silver Birch Class miss 10 minutes.

Behaviours that warrant a warning/missed playtimes are:

- Shouting out
- Running in the corridors
- Talking repeatedly whilst on the carpet
- Interrupting
- Lying
- Name calling
- Pushing in lines
- Talking in Collective Worship
- Rudeness to adults
- Time wasting/work avoidance
- Leaving class without permission (drifting)
- Talking over adult/other children
- Distracting behaviour (poking, noises, fiddling with equipment, etc)
- Children in class when they should not be (e.g. playtimes)
- Forgetting homework (years 5 & 6)
- Forgetting PE kit for children in Key stage 2 – after 2 reminders
- Phones in school

- Unkind words
- Doing something when asked not to
- Untidiness in the school or grounds

6.3 Detention

If the child does something else that warrants sanction, this will result in detention as soon as possible after the incident occurs – either that day, or the next day if the incident occurs during the afternoon. The length of the detention will be determined by the Headteacher or senior teacher, according to the age of the pupil.

A detention will usually be carried out near the Headteacher's office and will be supervised by another member of staff if the Headteacher is unavailable. During detention, the child completes a detention slip on which they record why they are in detention and what they will do next time to improve their behaviour. There is a section on the form to be completed by the Headteacher or class teacher.

Parents are notified of a detention by the class teacher via the detention slip which is taken home for the parent to complete and return to school the following day.

If a child misbehaves during a detention, they will be given a warning that if detention is not taken seriously further action will be taken. If there are a further three detentions and behaviour has not improved, the parents are invited to school to meet with the Headteacher and discuss ways forward.

Behaviours that warrant detention are:

- Violence towards person or object
- Racial comments
- Stealing
- Deliberately winding up of others
- Laughing/smirking/tutting/rolling eyes when staff are speaking/warning
- Repeated insults/antagonising – Bullying
- Refusal
- Inappropriate material in school (rude songs on phone, etc)
- Fighting
- Deliberate insolence (ignoring direct instructions from teacher)
- Swearing
- Threatening actions

6.4 Parental Review

Following three detentions, parents are contacted by the Headteacher to discuss the poor behaviour and possible reasons. If three further playtimes are missed, parents are contacted again by the Headteacher to emphasise the seriousness of the behaviour and the next steps that school will take if behaviour does not improve.

6.5 Exclusion

Exclusion will usually be the last resort after a range of measures have been taken to improve the child's behaviour. It may be applied immediately for serious

misbehaviour. Exclusions can only be imposed by the Headteacher or a designated representative. If a child is excluded, they will always be kept safe and supervised on school premises until collected by the parent/carer.

Every effort will be made to support parents/carers in this situation and ensure they are aware of sources of advice and support (more information can be found at <https://www.northyorks.gov.uk/exclusion-pupils>).

Fixed Term Exclusion - A parent/carer may be asked to remove their child for a specific period while intervention strategies are put in place to help the child improve. The Headteacher will make arrangements for continued education during the fixed period. If a child is subject to 15 days or more of fixed term exclusions, a Pupil Discipline Committee (PDC) consisting of at least three members of the Governing Board will review the situation. Parents/carers have a right to make representations to the meeting. A parent/carer may request a PDC for fixed term exclusions of less than 15 days.

Permanent Exclusion – If the Headteacher believes it is necessary for a child to be excluded permanently, this will be reviewed by a Governor Discipline Panel (GDP). The Local authority is responsible for making alternative provision for the child's education.

Behaviours that warrant exclusion are:

- Any behaviour warranting a detention which is exhibited on a persistent basis.
- Direct racism
- Swearing at an adult
- Physical violence towards an adult
- Serious violence towards a child
- Continuous bullying
- Leaving class in temper/disobeying teacher
- Deliberate vandalism
- Throwing furniture or other objects
- Persistent refusal to comply
- Inappropriate sexual behaviour
- Malicious allegation against a member of staff

7 The Use of Confiscation and Physical Restraint

7.1 Confiscation

Staff have the right to ask pupils to disclose items in their possession and confiscate any they reasonably believe will be detrimental to good behaviour. Items will be returned to the pupil or their parent/carer or a third party as appropriate at the end of the school day.

In some cases, e.g. possession of weapons, drugs, and pornography, the school will hand the item to the police.

7.2 Physical Restraint

Staff may use reasonable physical restraint to prevent a child committing an offence, injuring themselves or others or damaging property, to search for prohibited items and to maintain good order and discipline in the classroom.

Any incidents will be reported to the Headteacher and included in the pupil's record

8 Monitoring, and Evaluating Behaviour

It is the class teacher's responsibility to make sure that records are kept. Whenever a child is given their first detention, a behaviour record needs to be started by the class teacher. Detention slips are kept as a record in the pupil's individual file. The Headteacher needs to be notified at the earliest stage when it becomes apparent that a pupil is having trouble conducting themselves in an appropriate manner. At this point an Individual Behaviour Plan needs to be created and interventions put in place to help.

9 Family Support

Weaverthorpe School acknowledges that it is part of a wider community and understands that by supporting parents and families and involving them within school life, children really benefit. We aim to keep parents informed of poor behaviour via notification letters and teacher contact.