



Great Wilbraham C of E Primary School

1

Policy title: Behaviour

Date created: June 2023

Date ratified:

Next Review Date: January 2024

Signed:

1. Introduction

1.1. Definition

At Great Wilbraham C of E Primary School all children are encouraged to show mutual respect, tolerance and understanding for each other and every adult member of our school community. Our high expectations of children's behaviour are continually communicated to them throughout school. In partnership with parents, we hope to ensure a consistent approach where everyone takes ownership and responsibility for the wellbeing of all children and adults in our school.

1.2. Rationale

- To foster a positive atmosphere
- To enable children to feel safe and secure
- To enable children to engage effectively in their learning
- To support our children to understand how to make the right choice
- To work together as a whole community

1.3. Communication

This policy has been created through consultation with staff through meetings, children through the School Parliament and taken to the parent forum and the Full Governing Body.

2. Leadership and management

2.1. Roles and responsibilities

Headteacher

- To implement the behaviour policy consistently throughout the school
- To ensure the health, safety and welfare of all children in school
- To support staff in the implementation of the policy
- To record and celebrate positive behaviour
- To record reports of serious incidents and monitor time out
- To give fixed term exclusions for serious acts of misbehaviour

Staff

- To follow and apply the behaviour policy adapting for their class
- To be fair and consistent
- To have high expectations of behaviour of their pupils
- To develop an effective working atmosphere
- To be aware of the Home School Agreement
- To liaise with stakeholders, to assess and support the needs of individuals, including those with SEND

Governing Body

- To support staff and the headteacher in promoting positive behaviour

Parents

- To be aware of the Home School Agreement
- To co-operate with school
- To ensure children's regular attendance and punctuality
- To encourage their children to show respect and support the school's authority to discipline children

Children:

- To be aware of the Home School Agreement
- To show respect for people and their differences
- To show respect for school property
- To take responsibility for their own actions





Policy title: Behaviour

Date created: June 2023

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- To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking pride in themselves and our school. Through praise and encouragement, we aim to emphasise the following positive qualities through the Values for life Diocese of Ely programme:

Courage, Creativity, Peace, Trust, Forgiveness, Justice, Thankfulness, Compassion, Friendship, Hope, Truthfulness, Humility, Generosity, Service, Respect, Wisdom, Responsibility, Perseverance

2.2. Continuing professional development

Staff needs in CPD in relation to the management of behaviour may come through performance management, recognition of a whole school need or through the needs of individual pupils. New teachers will be inducted through the behaviour policy and the Early Career Framework (ECF) where appropriate. Training on how certain pupil needs may at times affect their behaviour.

2.3. Reviewing and monitoring

Behaviour is monitored regularly throughout the day and the behaviour policy is reviewed at the beginning of every academic year so that new members of staff can contribute.

Behaviour systems are monitored by the headteacher and recorded for both positive and negative behaviours. Surveys are completed about perception and experiences of the school behaviour culture.

2.4. Recording and reporting

Positive behaviour: any Headteacher awards collected are noted and collated, a Gold Book records all the positive Star of the Week awards, house points and class of the week

Negative behaviour: incident logs or exit slips are recorded onto MyConcern once the incident has been dealt with; any fixed term exclusions or behaviour support plans are recorded by the Headteacher on the same system.

3. **Teaching, learning and assessment**

3.1. The GWPS Basic principles of behaviour

- Respect for people
- Respect for property
- Respect for the school

3.2. House system

We have a house system that comprises of four houses – Hall, Manor, Rectory, Temple. House points are awarded for effort, achievement and outstanding behaviour. The house points are collected onto a class sheet and then brought into Friday celebration assembly to add to a house total where a house cup is awarded.

3.3. Class Charter and other systems

At the start of each school year a class charter is also created so that children become responsible and take ownership for making good choices in their own class. Other in class systems for behaviour management are used at teacher's discretion such as use of golden time, marbles in a jar etc.

3.4. Curriculum opportunities:

- Use of SMSC across the curriculum and regular circle time
- Celebrating diversity and inclusion throughout the year including anti-bullying week every Autumn
- Assemblies linked to behaviour and the Sustainable Development Goals





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- Celebration assemblies every week – two stars of the week and one Headteacher Certificate from every class linked to the Personal Quality of the week
- PSHE service units of work promote positive behaviour
- Marking and feedback contains positive reward systems such as stickers and house points

4. Personal development, behaviour and welfare

4.1. Spiritual, Moral, Social and Cultural (SMSC) learning

Children will:

- Use Christian Values to inspire positive behaviour
- Make responsible moral decisions and act on them
- Promote positive behaviour to each other
- Develop a culture of high expectations of behaviour

4.2. Systems and regulations

Rewards: Headteacher awards are provided to children who have worked exceptionally hard that day, house points will be awarded by teachers, certificates are presented at a weekly collective worship and class stars are also celebrated on a weekly basis. In addition, class teachers may have their own behaviour reward systems.

Sanctions: warnings, time out, sent to SLT with exit form, behaviour plan/pastoral support plan if there are 3 exit forms in a half term, exclusion.

Exclusion: exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious misdemeanours. Local Authority guidance will be followed in such cases including writing a behaviour management plan, with the involvement of parents, for any pupil at risk of exclusion. If exclusion becomes necessary, the statutory exclusion procedures will be followed and parents will be informed of their right of appeal. The school has adopted the Cambridgeshire County Council Guidance on Exclusion (see appendices) and refers to this guidance in any decision to exclude a child from school

Searching pupils: School staff may search pupils with their permission for any item that is banned by the school rules. The Headteacher, and staff authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items. The school will not normally conduct a 'without consent search' but will contact the child's parents instead. DfE guidelines are followed (see Appendices)

Use of reasonable force: All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The headteacher is informed of any incident that has led to the use of these powers, which will be recorded in the Physical Intervention Book (Blue Book). See Safeguarding policy and DfE guidelines.

Anti bullying: the school does not tolerate bullying of any kind. We do everything in our power to ensure all children attend school free from fear. Refer to Anti-bullying policy.

4.3. Safeguarding

The safety of children is paramount in all situations. If a child's behaviour endangers the safety or learning of themselves or others the adult in charge will cease the activity. A senior member of staff will be called.

Child on child abuse: we will follow the safeguarding principles set out in Keeping Children safe in Education (Part 5). This is also the case for online safety incidents. Incidents will be referred to safeguarding leads if an incident raises a safeguarding concern.

4.4. Health and safety





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Risk assessments, such as individual behaviour plans, are created to ensure there is a safe working environment. We are committed to safeguarding and promoting the welfare of all children. Should pupil behaviour put others at risk the children will be removed from the situation and assistance requested.

5. Outcomes for pupils

5.1. Inclusion and equal opportunities

Our whole school philosophy totally encompasses the equality of access and opportunity. Behaviour strategies take into account pupil's protected characteristics. The learning environment enables every pupil to fulfil their potential. The contribution all pupils make is acknowledged and valued. Pupils with emotional and/or physical needs who need individualised programmes with personal achievable targets and rewards are catered for and fully supported.

5.2. Special Educational Needs and/or Disabilities

We have a whole school approach to meet the needs of all pupils so they feel they belong in our community and high expectations are maintained for everyone. We as a school ensure that individuals' needs are met and a graduated approach to assess, plan, deliver and review support provided. We as a school put in place to identify triggers and provide preventative measures such as breaks, seating plans and staff training.

5.3. Christian ethos and British values

As a Church of England school we follow the Values for Life programme and embed these beliefs into our management of behavioural issues. The British Values are interlinked with the personal quality of the week and displayed in the hall.

5.4. Community links

Visitors and Educational Visits: Children show respect to visitors around the school and are encouraged to act politely and courteously. When off the school site the children are expected to behave to the same high standards as if they were at school. We believe in working in partnership with all stakeholders of the school to promote positive behaviour.

5.5. Pupil voice

This can happen through regular PSHE and Collective Worship. Annual pupil questionnaires also record the feelings and thoughts of pupils about behaviour and issues can be raised in the School Parliament.

5.6. Progress from EYFS to Y6

Expectations of behaviour are high across the school but we expect Upper Key Stage 2 pupils to take on additional responsibilities and positive role models to all the other pupils.

6. Links to other policies

- 6.1. Exclusion policy
- 6.2. Physical intervention policy
- 6.3. Anti-bullying policy
- 6.4. Collective Worship policy
- 6.5. Special Educational Needs and Disability (SEN/D) policy
- 6.6. Equality and diversity policy
- 6.7. Attendance Policy
- 6.8. Safeguarding and Child protection policy
- 6.9. Disability Discrimination Scheme.

7. Appendices





Great Wilbraham C of E Primary School

5

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- 7.1. DfE Behaviour and discipline in schools expectations document (Jan 2016)
- 7.2. DfE Behaviour in schools guidance (Sept 2022)
- 7.3. DfE Searching screening and confiscation guidance (July 2022)
- 7.4. DfE Exclusions guidance (March 2021)
- 7.5. DfE Suspension and Permanent Exclusion (Sept 2022)
- 7.6. Collective Worship three year cycle of Values for Life themes (staff share, collective worship)
- 7.7. PSHE Scheme of Work
- 7.8. Cambridgeshire Exclusion Guidance update (Mar 2021)

