



Great Bedwyn C. E. School

WHOLE SCHOOL BEHAVIOUR POLICY

This policy was adopted by the Governing Body on: 21st September 2021
Date to be Reviewed: September 2023
Review Body: Full Governing Body

Aims of the policy

Being a Church of England Controlled School, we place importance on the development and influence of Christian values. The children are expected and encouraged to develop good manners and personal moral values including: respect for truth, respect for themselves and others, and self-discipline. We aim to make Great Bedwyn C.E Primary School a place where the children feel secure and enjoy an atmosphere congenial to work and developing positive attitudes for life. This is embraced in **our single rule - to always show kindness to others**. Good behaviour is central to the positive ethos of the School.

Our Policy is based on a positive, rather than a negative approach where staff, children and other adults:

- Show respect and consideration to each other.
- Respect the whole learning environment.
- Ensure their behaviour enables themselves and others to learn.

School Staff

“Every Child is an Individual” and “Every Situation is Different”.

The Principal and Deputy Principal will provide support and encouragement to all staff, in accordance with the policies and procedures of the school. They will set the example for behaviour and the manner in which behaviour and discipline matters are dealt with, whilst recognising the diversity of the School community and the wide variation of circumstances that occur.

Communication

The school makes clear, through regular and appropriate communication, the type of behaviour they expect from both adults and children within the school community. Furthermore teachers understand the partnership with parents is a crucial element of the school's Behaviour Policy and will strive to ensure parents are informed on all matters (both individually and collectively) relating to behaviour at stage 3 and above of the sanction progression noted below.

Listening and Respecting Each Child

Staff recognise that each child has their own worries, fears and difficulties. Staff will help the children to deal with these through behaviour management, ELSA and SEAL groups as appropriate. Adults will not form conclusions but will deal with each incident separately using their detailed knowledge of individual children and families.

Rewards

Great Bedwyn C.E Primary School believes that all children and adults need to learn to behave in a responsible way in order to work and play together harmoniously and that we should not always need rewards to do this. Bearing in mind our Christian ethos, we encourage generosity of spirit and an understanding of the need to do things sometimes without tangible reward.

However, within the school the following rewards are in use:

- **Verbal praise**

- **Class Dojo Points**

Class Dojo is an initiative which promotes positive learning behaviours throughout the school day. Points are awarded to individuals and groups of children who work towards the five strands that ensure all children can follow the one school rule, 'be kind'.

- **Positive Postcards/Principal stickers**

Positive learning and behaviour can be celebrated through the use of Principal stickers and positive postcards sent home to families.

- **Golden Leaf Award**

This award is celebrated each Monday during our Values Worship with pupils from each class being nominated by their class teacher to receive the Golden Leaf Award. This celebrates children who have demonstrated strong social and emotional skills such as: demonstrating positive learning attitudes, being an excellent role model, actively living out our Christian values or other similar behaviours. It is expected that all pupils will aspire to achieve a Golden Leaf Award during each school year.

Pupils will receive a certificate to take home and a Golden Leaf to hang on the celebration tree in the school foyer.

- **Golden Book Awards**

These awards are celebrated each Friday during Friday Worship. Golden Book Awards recognise significant learning achievements (in relation to each pupils individual start point). Each Friday the class teacher will select at least one piece of excellent work which will be entered into the 'Golden Book' – whose work has been chosen will be revealed when the Principal opens the Golden Book and the pupils' success is shared with the rest of the school. Certificates will be awarded and the Golden Book will be in the foyer for parents and visitors to see.

Sanctions

Sometimes sanctions are needed to support positive behaviour and these are detailed below as a series of stages. There may however be times when a serious breach of behaviour occurs and stages are eliminated.

Stage 1	Teachers will give an initial verbal warning and ask for a child's inappropriate behaviour to stop
Stage 2	A clear and firm verbal reprimand will be given
Stage 3	A pupil may be sent to another class for time out to reflect on their behaviour choices. This will range from 5 – 10 minutes at the discretion of the teacher. A pupil may miss some of their playtime and/or lunchtime in order to complete any missed work. When this arises, pupils will always be supervised either in class by the teacher or they will be asked to sit outside the teachers' staffroom.
Stage 4	A pupil may be sent to the Deputy Principal. Work will be set and this could be for the duration of the lesson.
Stage 5	A pupil may be sent to the Principal who may decide to internally exclude a pupil. This means the pupil will be asked to spend part or all of a school day away from their peers and they will be given work by their teacher to complete during this time.
Stage 6	The Principal or in her absence, the Deputy Principal, may decide to apply a fixed term exclusion where a pupil is excluded from school for a specified period. Work is set for the child to complete while they are away from school. The school will follow local Authority guidance when applying a fixed term exclusion. Fixed term exclusions are exceptional and generally relates to extreme behaviour. The Principal reserves the right to exclude a pupil or pupils where the health, safety, welfare or education of others is threatened by their actions

Where inappropriate behaviour arises during playtime or lunchtime, members of staff on duty will follow the stages as set out above. At stage 3, pupils will be directed to take 'time out' either on the playground or at the First Aid Station (lunchtime only).

Recording of incidents resulting in the application of a sanction

Stages 1 and 2	These incidents are not recorded.
Stage 3	This will be recorded in a class behaviour book and will briefly summarise the behaviour and the resulting sanction. The class teacher will inform parents where it is felt necessary to do so.
Stage 4	As above however the DHT will telephone parents to inform them of the behaviour incident and how it has been dealt with.
Stage 5 and 6	The Principal (or in her absence, the Deputy Principal) will telephone parents. The incident will be recorded in the Serious Incidents Book held in the school office.

Bullying

When bullying occurs, this is dealt with under the direction given in the school's Anti-bullying Policy.

Reports relating to bullying incidents must be kept in the Serious Incidents File or the Prejudicial Incidents File both held in the school office.

Safe Handling

On rare occasions it may be necessary to remove a pupil physically from danger or to protect themselves or others. We use minimum of force and follow the guidelines laid down by the DFE. In particular:

- Creating a calm environment that minimises the risk of incidents arising that might require using force.
- Using Social and Emotional Aspects of Learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings.
- De-escalating incidents if they do arise using a range of de-escalation strategies.
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force.
- Risk assessments and positive handling plans for individual pupils will be put in place when required.
- Significant incidents in which a member of staff uses force on a pupil must be recorded in the red Physical Restraint Book. The incident must be reported to the parents as soon as possible after the incident (unless doing so would be likely to result in significant harm to the pupil) .This is a statutory requirement.
- A copy of the Report and Investigation form must be sent to the LA Health and Safety Advisor for schools.

Safeguarding Children

We take our role as an agency of referral seriously and follow the LA's guidelines in this regard. Details are contained within the School's Safeguarding Policy. ***

Sexism and Sexual Harassment

At Great Bedwyn School, we always start with a culture of respect.

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse; **sexual harassment** such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Parents/carers will be informed as appropriate

We will let children know that we will-

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

As well as focusing on what's inappropriate, we help pupils to understand what good and healthy sexual behaviour means.

Our PSRSHE curriculum will cover important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

Special Needs

When implementing the Behaviour Policy, account is taken of each pupil's individual needs. The age and particular needs of the pupil must always guide any sanctions or support. Further details are given in the School's SEN Policy.

Parents

Uniform

We believe that wearing a school uniform contributes to a feeling of belonging and high standards of self-respect. School uniform should be clean, presentable and adhere to the standard dress code stated by the Principal.

Food

At Great Bedwyn CE Primary School we understand that in many children there is a significant correlation between food and good behaviour and concentration. We are making every effort to ensure that school meals are healthy and balanced and ask parents to consider the types of food made available to children both before and during the school day.

Respecting the authority of staff

Where the need for sanctions arise parents are required to work in partnership with teachers and also to recognise that the school has the power to exercise discipline beyond the school gates. (Education and Inspections Act 2009 Section 89).

Social Media

Great Bedwyn CE School understands the benefits of using social media; however if misused, the school can be negatively affected, such as by damaging the school's reputation. The school will not tolerate any of the following:

- Sending abusive messages to parents or teachers
- Sending abusive messages about parents and teachers
- Posting defamatory 'statuses' about other parents, pupils, teachers or the school
- Using social media to complain or post any grievances about the school's values and methods

COVID -19

Great Bedwyn School will follow Government guidance in all matters of Health and Safety, and Safeguarding throughout the crisis and will change process as and when required.

Great Bedwyn will:

- support children to follow school instructions on hygiene, such as handwashing and sanitising;
- expect children to adhere to advice about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it'), and will encourage children to avoid touching their mouth, nose and eyes with hands where possible;
- encourage children to tell an adult if they are experiencing symptoms of coronavirus;
- contact families if children deliberately cough or spit at or towards any other person.

This Policy should be read in conjunction with the following School policies:

- Anti-Bullying Policy
- Complaints Policy
- E-Safety Policy
- Safeguarding Policy
- Equality Policy

Appendix

Statutory guidance from the DFE (March 2012) states that:

- Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and , in some circumstances, outside school
- The power to discipline also applies to all paid staff(unless the Principal says otherwise) with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils for misbehaviour outside school
- Teachers have a specific legal power to impose detention outside school hours
- Teachers can confiscate pupils' property