



Great Bedwyn C. E. Primary School

## **WHOLE SCHOOL BEHAVIOUR POLICY**

This policy was adopted by the Governing Body on: 26<sup>th</sup> September 2018  
Date to be Reviewed: September 2019  
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. Through our behaviour policy we promote the school's Christian Values of Responsibility, Respect, Love, Forgiveness, Friendship and Courage. 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** which is supported by the school Code of Conduct. Good behaviour is central to the positive ethos of the School.

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 headteacher 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

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.

## **Leadership**

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

The Headteacher and Deputy Headteacher 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.

## 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 Headteacher.

## Key Strategies used to promote good behaviour

The School has two key strategies to promote good behaviour:

- The School makes clear, through regular and appropriate communication, the type of behaviour that they expect from both adults and children within the school community.
- Adults listen to and respect each child **and each other**. They will recognise that each child has their own worries, fears and difficulties. Adults will help the children to deal with these through behaviour management, and ELSA and group activities as appropriate. Adults will not jump to 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**
- **Gem Stones**

Across the school children will participate in the Gem Project, an initiative which promotes positive learning behaviours across the curriculum, and creates empathetic and positive life-long learners with a growth mindset.

The Gem Project identifies key learning behaviours which are rewarded as follows:

|          |   |
|----------|---|
| Ruby     | Supporting Others/being Kind                |
| Diamond  | Responsibility                              |
| Emerald  | Courage                                     |
| Sapphire | Focus                                       |
| Amethyst | Co-operation                                |
| Topaz    | Gem Master (all of the above, consistently) |

During their time in school children will focus on the following gem rewards:

|                         |                          |
|-------------------------|--------------------------|
| Foundation Stage and Y1 | Ruby                     |
| Y2                      | Ruby and Diamond         |
| KS2                     | All gems excluding Topaz |
| Y6                      | All gems including Topaz |

Children will collect 'gems' on individual shields which are displayed in the classroom and in gem diaries (KS2 only).

- **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. Each week 2 pupils from each class (KS1 or KS2 every fortnight) will be rewarded for 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 and alternate each week between KS1 and KS2. 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 Headteacher 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.

- **Headteacher Awards**

Three times per year (at the end of the Autumn, Spring and Summer terms) pupils may be put forward by their class teacher for a Headteacher's award. These awards are to recognise outstanding and consistent progress across the term and will be awarded for a full range of behaviours including academic and non-academic.

Headteacher Awards will be presented in Special Celebration Assemblies and parents will be invited to attend to see their child receive their award.

## 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.<br><br>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 Headteacher. Work will be set and this could be for the duration of the lesson.   |
| Stage 5 | A pupil may be sent to the Headteacher 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 Headteacher or in her absence, the Deputy Headteacher, 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.<br><br>Fixed term exclusions are exceptional and generally relates to extreme behaviour. The Headteacher 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). Should this arise, lunchtime staff must inform the class teacher or Deputy Head at the end of the lunchtime break.

Recording of incidents resulting in the application of a sanction

|                |  |
|----------------|--|
| Stages 1 and 2 | These incidents are not recorded.  |
| Stage 3        | The class teacher will inform parents where it is felt necessary to do so. Where this stage occurs frequently, a record will be kept by the class teacher.                                   |
| 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 Headteacher (or in her absence, the Deputy Headteacher) will telephone parents. The incident will be recorded by the Headteacher or Deputy Headteacher using the relevant documentation. |

## **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 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 and Child protection Policy.

## **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.

## **The Involvement of Parents**

Great Bedwyn is committed to partnership with parents and this is seen as a crucial element of the School's Behaviour policy. Communication is key and the School will strive to ensure that parents are informed on all matters (both individually and collectively) related to behaviour at stage 4 and above of the sanction progression noted above. Parents should also recognise that the School has the power to exercise discipline beyond the school gates (Education and Inspections Act 2009 Section 89).

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

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