

# Court de Wyck Church School Behaviour Policy

## **Growing Together, Belonging and Achieving**

Everybody in our caring Christian Community inspiring, nurturing and challenging each other to do their best in mind, body and spirit to achieve more than they ever thought possible.

**John 10:10 'Life in all its fullness'**

### **Aims:**

It is the primary aim at Court de Wyck Church School that every child and adult is valued and respected and everybody is treated fairly. We aim to promote an environment where everyone feels happy, safe and secure. As part of our Christian ethos, we value each and every individual and work in close partnership with families of the children in our care. Our Christian values of respect, responsibility, courage, hope, perseverance and compassion run through our approach and beliefs. We ensure that all staff maintain consistency in their approach at all times.

### **Principles:**

At Court de Wyck the following principles underpin our approach to behaviour:

- Positive relationships are crucial.
- Every day all members of the school community will be made to feel important, valued and like they belong.
- High expectations for good behaviour are set (above and beyond) and are deliberately recognised.
- Positive and negative behaviours and consequences are kept separate with distinct outcomes.
- Zones of Regulation are embedded and used across the school to support children in regulating their emotions.
- All adult responses are predictable, consistent and empathetic.

### **Expectations:**

Children and staff are expected to follow these three rules:

- 1. Be ready**
- 2. Be respectful**
- 3. Be safe**

### **The role of all staff:**

- Meet and Greet: All children should be greeted positively on the door every morning and throughout the day
- Positive daily praise: Adults to identify and publicly recognise positive behaviours.
- Walking around school: staff will model 'wonderful walking' to instil a sense of pride to ensure all members of the school community feel safe and secure.
- Blow two whistles at the end of playtime and lunchtime: the first is to signal 'stop' and the second is to signal 'wonderful walking' to class lines.
- Calm communication: All adult/children communication should always be done calmly. Adults need to be prepared to de-escalate situations of negative behaviour and be mindful of escalating a situation with confrontation.
- All staff are expected to model the behaviour we want to see from the children. If a child has not made a good choice, then we expect the adults involved to hold a restorative conversation as soon as the child is ready. See Appendix C.
- Positive Behaviour for Learning is taught through the school rules of Be Ready, Be Respectful, Be Safe, the school's Christian values, the RSHE curriculum, Growth Mindset and by using Zones of Regulation.
- All staff discuss the school rules with each class. All classes also have their own class contract which is agreed by the children and displayed in each classroom and links back to our school Christian values.

### **The role of the Class Teacher:**

- It is the responsibility of the class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and throughout all transition times during the day.
- The class teachers have high expectations of all children's behaviour, and they strive to ensure all children work to the best of their ability.
- The teachers treat all children fairly, and with respect and understanding.
- The class teacher will contact parents about the progress of each child in their class and if there are concerns about behaviour.
- If a child causes continuous low-level disruption in class, the class teacher will contact the parents to discuss the matter as soon as possible. If this behaviour continues, the class teacher will seek support from SLT, the SENDCO or Headteacher.
- The class teacher will be responsible for developing an Individual Support Plan when needed.
- The class teacher will liaise with external agencies as required, to support the progress of each child.

### **The role of Teaching Assistants:**

- Support the role of the Class Teacher in ensuring school rules are followed in class and around school and that high expectations of behaviour are set.
- All children will be treated fairly and with respect and understanding.

- Behaviour incidents will be clearly communicated to, and discussed with, the Class Teacher as soon as possible.
- To support the Class Teacher in creating and following Individual Behaviour Support Plans as needed.

### **The role of School Meal Supervisory Assistants and Sports Coaches:**

School Meal Supervisory Assistants and Sports Coaches use the same Behaviour for Learning Policy and use positive behaviour management as follows:

- Use the school rules of Be Ready, Be Respectful, Be Safe in the school hall and in the playground.
- Support the children in their play and get actively involved.
- Be calm and consistent with all children.
- Model the behaviours we expect to see.
- Report any incidents of unacceptable behaviour to the class teacher by the end of afternoon registration.
- Reward good behaviour with raffle tickets and by using the outdoor Recognition Board.

### **The role of the Headteacher:**

- It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to governors on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy by setting the standards of behaviour.
- Records of all serious incidents of behaviour are kept on CPOMS.
- The Headteacher (SLT when the Headteacher is not on site) has the responsibility for giving fixed-term exclusions to individual children for serious breaches of the Behaviour for Learning Policy. See 'Fixed Term Suspensions and Permanent Exclusions' in this policy.

### **The role of parents/carers:**

Our school collaborates actively with parents in order that children receive consistent messages about how to behave at home and at school.

- To support our school rules of Be Ready, Be Respectful, Be Safe.
- To respect the actions of the school and follow procedures within policies.
- Encourage their child to show respect for members of the school community and the environment.
- To support children's independence and self-regulation.

- To demonstrate polite, calm and orderly behaviour in line with the **BWMAT Code of Conduct for Parents, Carers and Visitors.**

### **The role of Governors:**

- The LGC has the responsibility of setting down the guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's Behaviour for Learning Policy, but governors may give advice to the Headteacher about particular disciplinary issues.

### **Rewards for good behaviour:**

- Verbal praise
- Raffle tickets
- Crew and Headteacher awards
- Phone calls home/verbal feedback to parents
- Copies of good work sent home with a note/Bee Proud notes
- Recognition Board in classrooms and in the hall
- Hot Chocolate Friday with the Headteacher

### **Sanctions:**

The following sanctions are used to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

1. Verbal reminder
2. Moved within the classroom
3. Verbal reminder of school rules and expected behaviour using 30 second script and miss some minutes break time/lunch time play (see Appendix A)
4. Moved to be with a member of SLT for a short period
5. Moved to be with Headteacher
6. Suspension
7. Permanent exclusion

If this behaviour continues, then we will meet with the parents and put in place an Individual Behaviour Support Plan with a view to supporting the child to make better choices to improve their behaviour. This runs alongside, and does not supersede, this policy.

If a child's behaviour becomes threatening, abusive or dangerous in any way, the class teacher will evacuate the class from the situation to keep all children and adults safe. SLT and/or the Headteacher will be contacted for support.

## **Physical Intervention:**

If a child's behaviour is deemed to be a risk to themselves, to others or to property fully trained Team Teach staff may intervene physically in order to keep the child or others safe. Information on physical intervention is detailed in the **BWMAT Positive Handling Policy**.

## **Anti-Bullying:**

Court de Wyck Church School does not tolerate bullying of any kind. We actively encourage the children to talk to a member of staff if they are worried that this behaviour is taking place. We act immediately to stop any further occurrences of such behaviour. Guidance is detailed in the **BWMAT Anti-Bullying Policy**.

## **Fixed Term Suspensions and Permanent Exclusions**

We do not wish to suspend any child from school, but sometimes this may be necessary. The school will follow the DfE statutory guidance for Suspension and Permanent Exclusions from Maintained Schools, Academies and Pupil Referral Units in England and the BWMAT Exclusions Policy, and work closely with governors and the BWMAT.

Some entirely unacceptable behaviour may develop into a pattern of regular, persistent, and sustained incidents and/or present as significant and entirely unacceptable behaviour within the school community. The incidents will be logged, and the procedural requirements of the BWMAT Exclusions Policy will be followed. This may involve a period of suspension from the school site where the situation can be managed within the school community, or for a clear and sustained breach of the Behaviour for Learning Policy where there is an identified real risk to children or staff, a permanent exclusion and potential removal from the school roll.

The following behaviour is identified as entirely unacceptable within our school community: ·

- Sustained physical, mental or cyber bullying of another child or an adult.
- The carrying or use of an offensive weapon or object with the potential to harm.
- Physical assault and acts of violence towards another child or adult.
- Persistent and sustained verbal abuse.
- Racist or homophobic incidents or religious discrimination
- Extortion of money or belongings and gambling.
- Destructive activity resulting in damage to property or belongings.
- The carrying or distribution of a drug recognised as harmful or any behaviour altering substance or drug related equipment.
- The safety and learning of others are seriously hindered

<https://www.gov.uk/government/publications/school-exclusion>

Appendices A, B and C to be laminated and worn with staff lanyards:

### **Appendix A: 30 second script**

The following script will be used to ensure consistency across the school with a staff and children. The aim is to deliver the message in a clear, calm voice, remind of previous good behaviour and leave the conversation.

- I noticed that you are... (wandering around the classroom, distracting others...)
- It was the rule about... (be respectful that you broke by stopping someone else learning)
- You have chosen to... (miss the first two minutes of your playtime)
- Do you remember last week when you... (focused well and earned a Crew award by setting a good example)
- That is who I need to see today.
- Thank you for listening.

### **Appendix B: Challenging behaviour script**

The following sentence stems encourage a calm, consistent and kind approach to more challenging behaviour.

- I need to see you... (follow the agreed routine)
- I expect... (your table to be tidied in two minutes)
- I know you will... (put the toys away)
- I don't like this behaviour. This behaviour is... (disruptive, damaging)
- I am not leaving. I care about what happens.
- What do you think you can do to avoid this happening again?
- Thank you for... (walking away, ignoring...)
- I have heard what you said, now you must... (move to the calm corner)
- We will... (have a better afternoon)

### **Appendix C: Restorative meeting script**

The restorative conversation may take place whilst sitting alongside the child doing an activity or walking side by side. Judgemental language will not be used, and the child will have time to offer their account. During reflection time children will be encouraged to see the bigger picture. Younger children may be asked 2 or 3 questions such as 'Who else has been affected?' and 'What can we do to make things right?'

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?

4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

### Appendix D: Expected and Unacceptable behaviours

	Be Ready	Be Respectful	Be Safe
Expected	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Being calm</li> <li>• Staying focussed</li> <li>• Following instructions and routines</li> </ul>	<ul style="list-style-type: none"> <li>• Giving others space if they need it</li> <li>• Accepting other's views</li> <li>• Looking after equipment</li> <li>• Letting others learn</li> <li>• Understanding the needs of others</li> <li>• Using kind words</li> <li>• Speaking courteously to others</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking to a trusted adult if you are worried</li> <li>• Having kind hands and feet</li> <li>• Using kind words</li> <li>• Staying where you should be</li> <li>• Listening to safety instructions</li> <li>• Using equipment carefully</li> </ul>
Unacceptable	<ul style="list-style-type: none"> <li>• Not listening to instructions</li> <li>• Distracting other pupils</li> <li>• Interrupting the teacher</li> <li>• Not completing learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Upsetting others, being aggressive (hitting, fighting, shouting, using racist or homophobic words)</li> <li>• Distracting others</li> <li>• Using rude words or gestures</li> <li>• Rudeness to adults or children</li> <li>• Cyber bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Being too rough (hitting, kicking, fighting)</li> <li>• Running away from an adult</li> <li>• Using equipment in a dangerous way (throwing, kicking, slamming doors)</li> <li>• Damaging property</li> </ul>