



## Whiteshill Primary School

### Behaviour Policy

We believe that the school community shares the responsibility for the behaviour of the children at Whiteshill Primary School. All staff, teaching and non-teaching staff, governors, parents and children adhere to our behaviour policy and will endeavour to apply it in a consistent, rigorous and non-discriminatory way with due regard to the Equality Act 2010. The aim of the behaviour policy at Whiteshill Primary School is to teach the children the skills to make positive choices, not just at school but in wider society.

#### School Values

We are curious

We are unique

We are together

We are Whiteshill!

Our behaviour policy is in line with and supports our school values as we hope the children will be 'curious' when learning the skills needed to solve disputes, 'unique' in that they are treated as individuals and take responsibility for their own mistakes and finally are 'together' because they respect everyone in their community. In this way, we hope to ensure all the children and staff at Whiteshill Primary School have a positive and safe environment in which to learn and work every day.

#### **Encouraging positive behaviour**

The emphasis of our behaviour policy is on the children making good choices in all aspects of their life, whether it is being kind to each other, looking after school property or making an effort with their learning. We encourage them to make the right choices through clear instruction, positive feedback and rewards. As the children grow, the emphasis moves to them making good choices because they know it is the right thing to do and why, not just because they will receive a physical reward. We believe this is an incredibly important life skill which will ensure they make positive choices as they move on from primary school and become members of a larger society. We find that often, a simple word of specific positive praise in the right moment can be just as powerful, if not more so, than a certificate or sticker.

In line with this, to encourage the small moments of positive behaviour within the class that allow the day to go smoothly e.g. being polite, being ready to learn, listening carefully, sitting quietly when the teacher is ready to talk or having their equipment ready, the children are rewarded in increasingly less concrete ways as they move through the school. In Willow class, when the children arrive at school in Reception, the children are rewarded with stickers, a concrete reward which they can see, touch and get excited about. When they move through to Key Stage 1 and Elm class, they are rewarded with 'Class Dojo' points, these are online points which move them on from a concrete reward to a more abstract one, alongside praise from adults. Finally, when the children move through to Key Stage 2 in Maple and Oak class, children are rewarded simply with praise from adults. This move away from a concrete reward means that the children do the right thing because it is the right thing to do, not just

because they are told to by the teacher. It helps our children to form good habits when they are young and go on to become independent, polite and caring members of our school and of wider society as they grow.

Throughout their time in school, the children are rewarded for going above and beyond expectations, either in their learning or in how they behave, with certificates in our weekly celebration assembly. These certificates are awarded in line with our school values.

‘We are curious’ certificates are given to celebrate moments of exceptional learning, asking fantastic questions, thinking outside the box, showing a growth mindset etc.

‘We are unique’ certificates are given to celebrate the uniqueness of our children in school e.g. children showing excellence in PE, music or art lessons or approaching their learning in a unique way for example a piece of writing that stands out from the rest.

‘We are together’ certificates celebrate moments where children have been positive members of our community e.g. going out of their way for someone else, giving up their personal time to help a teacher or showing real kindness to another member of the school community.

We also have a range of certificates to reward sporting achievement and to celebrate all children who represent the school at a sporting event or on sports day. We also give a ‘handwriting hero’ certificate to encourage effort and improvement in handwriting and letter formation across the school. We also encourage children to bring in achievements from outside of school or work they have done at home to be celebrated during assembly. This encourages the children to have a positive attitude to learning in all aspects of their life and models to them that learning does not stop at the school gates.

Children will also sometimes be sent to Miss Francis to share their work when the teacher feels particular effort or achievement has occurred and all staff use praise and constructive feedback to ensure children know what has been successful and which behaviours are encouraged, as well as where they can continue to make progress.

### **Negative choices**

On occasion, children will make bad choices which have a negative impact on themselves or others. It is these choices which our behaviour policy hopes to discourage. Children learn through getting things wrong, so if a bad choice or a mistake is made, we encourage them to take responsibility for their choice, apologise and then learn from the experience to ensure the mistake is not repeated. In order to do this, we have a system of consequences in place which help the children to build resilience and take responsibility for their own actions. The sanctions used are always based on the current behaviour being unacceptable and not on the child themselves. These sanctions are an important part of the school policy as it allows us to keep the children safe – without clear boundaries and consequences, this would not be possible.

All staff in school are expected to apply rules, rewards and sanctions as consistently and fairly as possible. We will always talk to the children involved first before applying a sanction and ensure that the victim of any unacceptable behaviour is communicated with so that they know that the behaviour

has been dealt with and so that they can continue to feel safe and happy in school. Over time, we hope to empower children to be responsible for their own behaviour, therefore we will not always report to parents when a sanction has been given. This is because we want the children to understand that if they accept responsibility for their behaviour, apologise and learn from their mistake then we will allow them to move on without referring to the incident repeatedly. If we feel that it would help the child to talk through what has happened with an adult at home, or if we feel that the message needs to be reinforced outside of school, then we will inform parents either at the end of the day or by a phone call when necessary. On occasion, if more than one child has been involved, this may mean a short wait at the end of the day whilst we talk to all parties involved in a private space. When we do this, we will discuss your own child's behaviour with you, not how we have dealt with the behaviour of other children unless absolutely necessary.

### **Classroom Rules**

We believe that it is important for the children to have a voice in the expectations of behaviour, therefore classroom rules will be agreed between the children and the class teacher at the beginning of each school year, appropriate to their age group, as part of our PSHE curriculum. These rules are based around behaviours which will ensure all children are able to learn without disruption, be safe in the classroom and make progress in their learning. On occasion, the whole class or the whole school will be spoken to when a rule has been broken if it is felt there would be benefit to them all hearing a message e.g. a rule that has been broken on a number of occasions by different children so we feel that a reminder of that rule would be useful for every child in the class or school. It may also be the case that if we are unable to identify the child who has carried out a particular behaviour e.g. damage to property, we will talk to the whole class as a reminder of the rule and to ensure that everyone has heard a consistent message.

### **Sanctions**

On occasions when a child has made a bad choice in school, we use sanctions to ensure that they have understood that there is a consequence to their behaviour. We will always give the child a warning first to ensure that they are clear that the behaviour they are displaying is unacceptable. Often children respond well to a reminder that they are not following a rule or not behaving positively. This gives the child chance to correct the behaviour without further intervention.

If this warning is ignored and the behaviour continues, we will then make it clear to the child what the sanction will be if they continue. If no change is made to the behaviour, a sanction will then be applied. Obviously, there are occasions when behaviour is clearly not acceptable - for example, physical altercations or name-calling. On these occasions, if the incident has been witnessed by an adult they may move the child straight to a sanction without a warning being given.

The most common sanction used in school is to remove a privilege of some kind, usually time from the child's break or lunch. If the negative behaviour has occurred at lunchtime they will be told to take a time out at the top end of the playground for a short period e.g. 5 or 10 minutes. This ensures that they still get fresh air and are supervised throughout. Once the time out has been completed and an apology has been received, either to the victim of their behaviour or to the adult involved if there has been a lack of respect shown, they will then continue with their play. If the behaviour is then

repeated, further timeouts may be given or the child may be stopped from using particular equipment or playing a certain game, giving them the clear message that the behaviour cannot continue and allowing the other children to continue to play without disruption. If there is persistent, serious or repeated negative behaviour during break or lunch time, the child will be sent to their teacher or head teacher when necessary.

Often, during break and lunch time the children will experience issues within their friendship groups, for example arguments about the rules of a game or small disputes. On these occasions, we encourage the children to try to come to a solution themselves in order to improve their social skills and teach them the skills of negotiation and compromise which they will need to build strong relationships as they grow. We will talk to the children involved and try to ensure all sides of the story have been heard but will put the emphasis on the children coming to a solution for themselves which suits all parties.

During lessons, all staff will use positive behaviour systems to encourage good choices, as detailed above, however when a negative behaviour occurs, including negative behaviours around learning e.g. talking over the teacher, distracting other children from their work, deliberately not making an effort with work and presentation, sanctions will be used to ensure all children understand what is expected of them and where the boundaries lie in school. As there are up to 30 children in each classroom and our prime objective is to ensure that all children are learning and progressing, these expectations and boundaries are incredibly important.

Once the children have been warned that their behaviour is not acceptable, they will then receive a sanction such as losing time from their break or lunch, repeating a piece of work or writing a letter of apology in their own time, if their behaviour has impacted on others. They may be removed from the lesson and sent to Miss Francis to complete their work in silence if it is felt that their behaviour is having a negative impact on others.

## **Bullying**

Whiteshill Primary School understands the definition of bullying as intimidation by a pupil or group of pupils several times on purpose, either face to face or through cyber bullying. This could include prejudice-based and discriminatory bullying. This could be through name calling or physical harm to an individual or group of pupils. Whiteshill Primary School will not tolerate bullying of any kind. Children are taught about bullying, its consequences and how to deal with the situation through our PSHE and computing curriculums, including a STOP approach to identifying bullying (Several Times On Purpose) and what to do about when you see it (Start Telling Other People). When instances of bullying arise, the school will immediately deal with the situation, talking to all parties involved and making it clear that bullying has occurred and why it is unacceptable e.g. homophobic, discriminatory or prejudice based bullying. A record will be made of the incident to ensure a consistent approach is applied by staff and to allow us to look for patterns in behaviour over time. If incidents continue, parents will be informed and asked to come into school to work with us and the children to stop further incidents occurring. Following these interventions, if bullying continues, it may lead to a temporary or permanent exclusion. Please see the Whiteshill Primary School Anti-bullying policy for further detail and also more information on Whiteshill Primary School's approach to peer-on-peer abuse.

## **Parental Involvement**

We value the support of parents in helping children manage their own behaviour. There may be times when a child's behaviour continues in a way which disrupts other children's learning or well-being. At this time parents will be asked to come into school and work with us to create positive change. Similarly, if a child is being affected by any behaviour issue at school, parents should come in to talk to the class teacher as a first port of call, as they know the children better than any other adult in the school, understanding their friendships and learning attitudes on a more intimate level. The class teacher will then talk to the children involved and deal with any issues in line with our behaviour policy. If the class teacher is unable to resolve a problem, parents may decide to inform the Headteacher so that a resolution can be found.

Whilst welcoming any parent to the school to constructively consider any issues concerning their child, any parent or carer visiting the school who does not treat children, staff and other parents and carers with respect, both in school and in the playground, will be asked to leave the school premises and may be stopped from returning onto school property if the behaviour continues or is felt to be serious. The priority of the Headteacher and all staff in school is the safety of the children in our care.

## **Exclusions**

There are times when continuing bad behaviour, or a severe incident occurs which, despite intervention following the above policy, leads to temporary or permanent exclusion of a child. In these cases, the school will follow Gloucestershire LA guidance for exclusions, a copy of which is kept in the office and can be found online at <https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/exclusions/>

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Please also see the following policies:

Anti-bullying policy

Child Protection and Safeguarding Policy