

# Wye Forest Federation

Redbrook Church of England Primary School  
St Briavels Parochial Church of England Primary School



Name of Policy: **Behaviour Policy**

This policy was agreed by the Full Governing Body on: (and supersedes all previous policies relating to this area)	
Signed by:	
	(Executive Headteacher)
Signed by:	
	(WFF Chair of Governors)
Implemented:	
Review date:	

## Wye Forest Federation Behaviour Policy

### Vision

Our federation is a safe space where we embrace and enjoy challenge; take ownership of our own learning; collaborate and support each other whilst striving together to be the best we can be in order to flourish in all areas of life now and in the future.

### Rationale

As a church federation, our Christian visions are at the heart of every aspect of school life. This is particularly embodied in our approach to promoting positive behaviour. At the Wye Forest Federation we see that good behaviour is vital to productive learning and the quality of life for everyone in our schools. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents, governors and other members of the wider school community.

The aims of the behaviour policy are:

- To foster a positive, caring, warm environment in which all children can strive together to be the best they can be and flourish in all areas of school life.
- To develop positive relationships between all children and adults based on mutual respect, and to create support between home and school.
- To raise awareness of desired standards of behaviour by highlighting and rewarding examples of good behaviour.
- To foster a caring, kind and calm environment in which each person responds sensitively to the needs of others.
- To allow all children to gain a 'lived' understanding of how our Christian vision feeds into positive, purposeful lives i.e by taking responsibility for learning and behaviour, being compassionate to others who may struggle or find themselves in difficult situations.
- To act as guidelines for all present and future members of teaching and non-teaching staff, parents and pupils, by setting out what we mean by good behaviour; and how we discourage inappropriate behaviour.

### The Benefits of Good Social Behaviour

We believe that when staff, pupils and parents value good social behaviour, it enables the following to take place:

Children:

- Learn what good behaviour means
- Learn to care for one another
- Learn the value of friendship

- Develop self confidence
- Do as well as possible in their schoolwork

Staff:

- Teach effectively within a positive atmosphere
- Meet the needs of all pupils
- Make positive contacts with all parents
- Develop personally and professionally

Parents:

- Feel confident that their children are growing personally, socially and academically
- Know their children will receive support when they need it
- Feel welcome in school to discuss their children's progress in a positive atmosphere

#### What we mean by good behaviour

After discussion, we have agreed that good behaviour means that everyone in school is:

- Respectful, polite and friendly
- Safe, careful and kind
- Ready to work hard
- Helpful to others (inclusive)
- Encouraging and courageous

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times.

If, however, any child finds these general aims difficult to understand, as many young children do, we will help them by making our expectations clearer, more specific and more suited to their individual needs. As a federation we will not tolerate violence or abusive behaviour towards any pupil or member of staff.

Our school rules relate at all times to our schools' expectations of behaviour. These central principles are displayed around school and should be referred to at all times in the school day.

We have summarised all of this into a code of behaviour which we will call our STARS chart. By following this code, we keep our schools happy and caring places to work and learn.

<b>Code of Behaviour</b>	
Our school has a STARS approach to behaviour	
<b>S</b>	Show politeness and consideration for others
<b>T</b>	Talk to an adult if behaviour of others is unacceptable
<b>A</b>	Act safely
<b>R</b>	Respect the school and everyone around us
<b>S</b>	Support, encourage and include one another as we learn

## How We Encourage Good Social Behaviour

Everyone at the WFF has agreed to:

- Recognise and highlight good behaviour as it occurs
- Ensure that all children are behaving well
- Ensure that any criticism is constructive and focussed on the behaviour we wish to see
- Explain and demonstrate the behaviour we wish to see
- Encourage children to be responsible for their own behaviour
- Let parents know about their children's good behaviour
- Reward individual children and groups of children for behaving well

## Rewards

We would much rather reward positive behaviour than punish negative behaviour.

Strategies we will use include:

- **Gold STARS book** – children may be put in the Gold STARS book each week for achievement. These children are read out in Celebration Worship and rewarded with a gold sticker, house point and Headteacher certificate.
- **External achievements** are celebrated each week during Celebration Worship. Pupils are encouraged to bring into school any certificates they have been awarded externally. They may, if they wish, have these presented during celebration worship.
- **School Vision and Values certificates** – Headteacher gives out certificates at the end of each term to children who have especially reflected our Christian vision and values. Each class teacher will select children they wish to receive these awards and parents will be invited in to see this presentation.
- **Verbal praise and positive comments** about children's behaviour will be given readily. Class and supply teachers, TAs and MDSs are all encouraged to praise good behaviour and to give stamps and stickers as they feel appropriate.
- **Class Strategies** – Marbles in a jar – a collective reward system that is built up by collecting marbles in a jar for good behaviour. Once the jar is full, the class can choose a collective reward.

The Executive Headteacher is there to help and support staff. She is only too happy to see children if staff feel they are worthy of praise. Staff should not hesitate to send for her or send a child to her office if they feel behaviour warrants SLT intervention.

## Stopping Inappropriate Behaviour and Sanctions

Occasionally children may forget our aims for good behaviour and be inconsiderate towards others. We try to prevent this happening by:

- Reminding pupils of the federation's STARS Code of Behaviour.
- Acknowledging good behaviour as it occurs.

Sometimes this may not be enough. We will try to intervene as soon as possible and to avoid confrontation, listen, establish the facts, judge only when certain and use punishments sparingly. We believe that removal of privileges is one of the most effective strategies.

The emphasis is on making children aware of why their behaviour has been inappropriate, its effect on others and to give children the chance to make amends. We emphasise that it is the behaviour that is unacceptable, not the child.

Classroom problems should be dealt with, wherever possible, within the classroom. If work is not acceptable it must be repeated; if time is wasted it must be made up out of breaks and if equipment is deliberately damaged, parents must be involved and where appropriate invited to replace it. Quiet, personal, explicit reprimands are preferred to general condemnation of whole groups.

We aim to discourage inappropriate or anti-social behaviour by:

- Discussion with individuals or groups in relation to problem situations.
- Moving the pupil within the class
- Separating the child from the class – by sending him/her to another class with work to be completed.
- Referring to a 'safe adult' or Headteacher – this may support with enabling the child to calm or to have another perspective on the matter
- Removing privileges, for example playtime
- In heated or difficult situations, giving children some quiet time to calm down and then to talk through the problem with them
- Teachers contacting parents to discuss ways of helping the child to improve his/her behaviour
- Devising an 'positive behaviour plan' which will help the child to learn appropriate social behaviour in school. (This will always be done in conjunction with both the child and the parents). The plan will then be reviewed and adapted as appropriate.

If behaviour is becoming unacceptable, the Headteacher will warn parents in person where possible or in writing if not, of the possibility of exclusion. Further misconduct will result in fixed term exclusion. For any Exclusion the LA and DFE guidance will be followed.

These sanctions will only be used as a last resort before consideration of temporary or permanent exclusion.

### Monitoring Inappropriate Behaviour and Sanctions

Staff will maintain a log on our safeguarding software CPOMs to track common disruptions and more serious incidents. This is just for tracking purposes and internal use only.

Through internal monitoring we will identify any children with consistent negative behaviour and concerns will be assessed. We will endeavour to understand any potential reasons for the behaviour such as an undiagnosed learning, communication or mental health need. If we feel children would benefit a multi-agency approach may be employed. However, the focus will remain on early identification and intervention.

Findings linked to this are reported to the Governing Board through the Executive Headteacher's written report.

### Bullying, including cyber-bullying, prejudice based and discriminatory bullying

We will not tolerate bullying in any form. With young children there must be a distinction between bullying and boisterous play. Boisterous play usually disappears, as children mature, become more self-controlled and learn social skills of negotiation and compromise. If bullying behaviour happens it will be treated seriously and the problem addressed as soon as possible

Incidents involving bullying behaviour must be dealt with promptly. Children are encouraged to tell immediately of any incidence of bullying or intimidation. The action taken will depend upon the severity and the frequency of the incidents. Children are encouraged to report bullying in any form with children throughout the school being given strategies to help. They must tell the 'bully' that they do not like what they are doing and say 'Stop it' in a loud voice. They must try ignoring it. If this fails, they must ask for help.

In very rare cases it may be necessary to exclude a pupil. Exclusion, either at lunchtime or for the whole school day, will only be considered after a serious act of aggression or misbehaviour and only after all other possible avenues have been explored. A warning letter will usually be given to parents first. Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately. – *see Anti Bullying and Hate Policy*

### Racism, Hatred and Peer on Peer Abuse

We will not tolerate any form of racism or behaviours motivated by hatred, extremism or peer on peer abuse at our school. Any incident will be treated seriously and the action taken will depend upon the child's understanding of what they have said or done, depending on the circumstances this could include exclusion.

### Parental Involvement

We like to work in a very close partnership with parents and we will, wherever possible, encourage positive parental involvement. With their support and understanding we will seek to encourage consistency and high standards of behaviour at home and at school. We will offer support to parents as far as possible when an individual child is causing concern and parents can contact the school whenever this may happen – they should not feel that they must wait until the school contacts them.

Parents can help by:

- Encouraging children to realise the importance of the school and taking an interest in their work and behaviour and meeting teachers regularly, so that they know how their child is progressing.
- Assisting with activities where appropriate.
- Positively endorsing our aims, especially the Christian vision and the Code of Behaviour and talking about this with their children to help maintain high standards of behaviour at school and at home.
- Discussing any problems promptly with school (with the class teacher in the first instance).
- Supporting the efforts of their children when they receive rewards. If parents add their praise and rewards to those of the school, the effect will be even stronger.

### Implementation

In order to best ensure the success of this policy the following implementation plan has been drawn up:

- All new staff will have this policy communicated to them and particular attention drawn to this implementation plan.
- During the first week of every term, pupils will be reminded of the school's expectations and how this impacts on the Code of Behaviour in their classroom.
- The Christian Vision and Star Code of Behaviour are to be prominently displayed on classroom walls.
- Specific and separate attention must be drawn to the statement on bullying in an appropriate way.
- The Christian Vision and Code of Behaviour or elements of it should be included in the curriculum where relevant.
- The section on monitoring and review procedures must be adhered to.

### Monitoring and Review Procedures

To ensure the relevance and success of this policy it is imperative that regular reviews take place as follows:

1. At the start of the year check that the Christian Visions and the Code of Behaviour has been explained to all the pupils.
2. Review the pupils' actual behaviour via staff discussion and pupil feedback.
3. At staff meetings there is always an agenda item for pastoral issues. This includes any incidence to do with unacceptable behaviour.



4. Review the whole policy every 2 years. This Policy should be read in conjunction with the school's Safeguarding Policy, Anti-Bullying, First Aid, Health and Safety and RSE Policies

### Summary of Responsibilities

Parents' responsibilities are:

- To make children aware of appropriate behaviour in all situations including outside of school.
- To encourage independence and self-discipline
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

Staff responsibilities are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual and to be aware of their (special) needs.
- To offer a framework for social education.
- To inform senior staff and/or parents of behaviour that causes particular concern.

Children's responsibilities are:

- To work to the best of their abilities and allow others to do the same.
- To treat other people with respect.
- To listen to and act upon the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.