



St James & Emmanuel
Academy Trust

Didsbury CE
Primary School 

West Didsbury CE
Primary School 

St Wilfrid's CE
Primary School 

West Didsbury CE 
Primary School

Our Vision

To grow a diverse and creative educational community,
where we encourage **belonging** and nurture **believing**;
together **becoming** fulfilled and responsible members of God's world. (
based on Mark 4: 30-32)

Belonging, Believing, Becoming

Behaviour Policy (Interim)

Updated in light of reopening school during Coronavirus –
See Annex A

West Didsbury CE Primary School

Behaviour Policy

Context

This policy sets out the expectations of behaviour at West Didsbury CE Primary School. The Governing body, staff and pupils seek to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. It also sets out the consequences for misdemeanours should they arise. The policy is designed to reinforce our vision of belonging, believing becoming. It is firmly rooted in the Christian tradition of forgiveness.

Children 'belong' in the class and as illustrated later in the section on how the policy is put into practice, this very visual and concrete way of creating a positive behaviour culture within school enables all the children to learn from a very early age exactly what we mean by 'good behaviour' and the behaviours we expect to enable good learning to take place (eg. good sitting and good listening.)

Aims

- To promote a positive Christian ethos and climate in the school in order to live out our vision statement 'belonging, believing and becoming.'
- To create a consistent environment that encourages and reinforces good behaviour.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.
- ensure that every child is aware that they will be forgiven and that we all make mistakes that we can learn from.
- be consistent in our approach towards the class as a whole and towards each individual
- realise that repeated poor behaviour may be a sign of underlying safeguarding concerns and to follow safeguarding procedures accordingly.

All teachers are responsible for dealing with incidents in and around school. If in doubt they can refer to the senior management team, SENDCO and ultimately to the Head of School

Role of the Head of School

It is the responsibility of the Head of School to implement the school behaviour policy consistently throughout the school, and to report to governors, every term in the Full Governing Body meeting, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head of School keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head of School may permanently exclude a child. Both these actions are only taken after the school governors have been consulted.

Role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school handbook and in the home/school agreement, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child it is essential that parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of School. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors have a duty to monitor the efficiency of this policy and ensure that it promotes and reflects the Christian tradition of the school. The governors support the Head of School in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

The Governors should follow the normal grievance procedure in cases of complaint.

The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and be differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. We want to foster a sense of 'belonging', support self-belief through children seeing staff believe in them and ultimately enable the children to 'become' the best that they can be.

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. The atmosphere in the class should be one that encourages and supports good learning behaviours. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good learning behaviours as well as good work and good effort. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Restorative Approaches

At West Didsbury CE Primary we have a restorative approach to dealing with incidents of anti-social behaviour or conflict situations. We use this approach because it is very effective in changing the behaviour of those who have harmed others. Punishment on its own is not an effective way of getting people to understand the effects of their behaviour on other people.

The basic ethos of the Restorative Approach is to:

- Ensure that people have the chance to understand the harm that they done to others.
- Give the people who have caused harm the right to put things right.

Restorative Approaches have three key elements:

1. Ask about what happened
2. Ask about who has been affected and make sure that the perpetrator understands how the victim feels.
3. Enable those who have done harm to put things right and make amends.

Together this gives us the LEAF process of Restorative Practice; **L** (Listen to what happened), **E** (Effect on others), **A** (Amends), **F**(Follow up). Restorative approaches encourage the philosophy of turning over a new leaf.

Guidelines for classroom practice and a whole school approach to behaviour management

School code of conduct/ class charter – Golden Rules

- Respect and Care for Everybody in our School.
 - Look after our school and respect other people's property
 - Listen attentively to the teachers
 - Follow instructions first time
 - Be Kind
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- The golden rules are displayed in every classroom and around school.
 - Where necessary children with social, emotional and mental health will have an individual provision map put in place.
 - Whole school PSHE lessons will take place following the curriculum map. These lessons will be planned on a weekly basis to respond to individual class need.
 - All members of staff must take responsibility for the positive behaviour of **all** pupils and must model consistent expectations at all times.

Steps to follow when dealing with inappropriate behaviour

If a child does not follow the golden rules, then consequences are implemented. We are fully committed to tackling low-level disruption and ensuring that this does not impact on learning. All pupils are aware of what this means and what the consequences are.

What do we mean by low-level disruption?

- talking unnecessarily or chatting
- calling out without permission
- being slow to start work or follow instructions
- showing a lack of respect for each other and staff

The consequences consist of a stage procedure which is progressive throughout the day.

Consequences –

Step 1: Verbal warning – choice given – clear palms visually shown to child of the different options. (for example; chose to stop talking or miss 5 minutes of playtime / time out)

Step 2: Confirmation of the decision the child has made- choice reiterated
Step 3: As above and go to designated time out space for a given amount of time (specific to each phase). Complete a reflection form at lunchtime with designated adult.

Step 4: Confirmation of the decision the child has made- choice reiterated
Child sent to a member of the Senior Leadership Team or the Head of School

Step 5: Letter/phone call home from SLT or Headteacher.

Each individual and situation is different; it is not possible to lay down strict guidelines for every situation. Distinction needs to be made between minor and serious incidents; the latter includes bullying, physical, online or verbal (see policy), deliberate injury or attempted injury and stealing. (More serious incidents need to be logged on the Child protection Online Monitoring System (CPOMS) used within school. Should any child's actions need physical intervention, it will be employed by trained staff following TEAM TEACH principles and procedures (see the Positive Handling Policy) Any such intervention will be logged using CPOMS.

Exclusion

In rare cases it may be necessary to exclude a child for example if there has been a physical attack on another person. This is only ever considered after all other avenues have been explored.

At all times, the LA's procedures are followed – see appendix A

A clear support plan will be put in place following exclusion.

Only the Head of School or in her absence the Assistant Headteacher can exclude a child.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. We would also look for reasons behind the behaviour realising that consistently or sudden poor behaviour might be a safeguarding issue.

Where it is felt necessary help from the Educational Psychologist may be called upon through discussion with the SENCO.

West Didsbury CE Primary Reward systems

Rewards for good behaviour

There are many positive rewards for good behaviour. This may be as an individual, group or whole class. Each class must have their own positive incentives system which is shared with the children at the beginning of the year. E.g. star/ smiley face charts, 'golden time', cubes in jars, table points, class rewards, DoJo point (electronic

Behaviour Management Tool)- Reward systems must be clearly displayed so any other member of staff teaching the class can be consistent.

Whole school rewards include:

- **Houses-** There are four houses in the school. Children will be put in a house when they join and family members will be in the same house.
- **House points** – Children can earn points for any type of positive behaviour in school. (e.g. Showing respect to others, being a positive role-model, good manners, kindness, making the right choices, being a good citizen, helping others, showing positive empowering learning skills) Points are also given for completing homework, taking part in extra-curricular activities and community work. Points to be tallied each week. The winning team receives four points down to one point for the team with the least score. The cumulative points are displayed on the house points board in the hall.
The team with most points at end of each term wins a reward chosen by the school council. The team with the most points at the end of the year wins the House Point Cup
- **Celebration Gold Award Assembly** – This is held every Monday to reward good work and positive behaviours for learning. One child from each class is nominated as ‘Gold Award of the Week’ by their class teacher to receive a gold award certificate during assembly.
- **Smiler assembly** is held on a Friday - Smiler, a small certificate is awarded to children when they promote good learning behaviours, manners and have high expectations in themselves and are hardworking members of the school community. Smiler certificates are picked randomly from the class to award a class smiler (awarded 10 house points) and then a school smiler is chosen (awarded 30 house points). These are announced during the assembly and displayed in the hall and newsletter.

Monitoring

The Head of School monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy.

The school keeps a variety of records of incidents of misbehaviour. Teachers may also record incidents on CPOMS. The Head of School records those incidents where a child is sent to her on account of more serious bad behaviour.

The Head of School keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Cross- Reference: refer to Anti – Bullying Policy; Positive Handling Policy

Head of School

Governors

H.Large

Paul Blackburn

Dated: 1.6.20

Not Ratified by governors:

To be Reviewed November 20

Annex A Adaptations to the behaviour policy during school reopening

As we reopen the school and increase the number of children in the school the behaviour policy needs to be adapted. The adaptations are mainly in a response to the fact that school will be very different with groups of no more than 15 children operating in class bubbles and maintaining a social distance wherever possible. Therefore, there will be a different focus on behaviour and the need to follow instructions relating to complying with rules that support the latest DfE guidance around reopening schools.

All of the below expectations sit well within our current behaviour policy with an increased focus on being safe.

Consequently, children are expected to:

- follow any altered routines for arrival or departure – these have been clearly communicated to parents
- follow school instructions on hygiene, such as handwashing and sanitising – these instructions will be shared with children on their first day back in school and must be adhered to.
- follow instructions on who pupils can socialise with at school – the class bubble concept has been communicated to parents and it will be made clear to children on their first day in school
- moving around the school as per specific instructions - the corridors of the school has been marked out to showing clearly that children should move on the left. Also, at given points social distancing markers have been laid down on the floor. These instructions about moving around the school must be followed by children.
- follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoid touching their mouth, nose and eyes with hands – posters concerning personal hygiene are in each classroom; children will be shown how to catch a sneeze in their elbow and how to dispose of tissues in the lidded bins
- tell an adult if they are experiencing symptoms of coronavirus – clear guidance has been sent out to parents about the procedure that school will take when a child is experiencing symptoms
- follow rules about sharing any equipment or other items including drinking bottles – information has been sent to parents about what children should bring and what they should not bring into school
- follow amended expectations about breaks or play times, including where children may or may not play – the children will be told which designated area they are to use and they must remain in that area
- follow the expectations on using the toilets – no more than three children are to use the toilets at any one time and children are to wash their hands for 20 seconds after using the toilet.
- follow clear rules about not coughing or spitting at or towards any other person – any child that coughs or spits towards another child intentionally will be removed from the class group bubble. Their parents will be contacted and the child will work away from their class bubble for the rest of the school day.
- follow the school rules for pupils at home about conduct in relation to remote education – our remote learning is not live streamed and therefore there is no

live communication between school and home. If children upload completed work to staff using their own email, parents have been told that their child must copy in the parents so that they have a record of what was uploaded to school.

The school rewards and sanctions system will now be altered in the following ways to adapt to the new school provision.

Rewards

Gold Awards will continue to run as they have during the school closure. The awarding of house points and SMILERS has been suspended during school closure, but individual bubble leaders will work with the group to devise their own positive rewards and goals. One whole school SMILER is nominated by the staff team per week.

Public praise will be given in a 'learning at home and school' section of the newsletter.

Sanctions

Children who do not follow expectations within the classroom setting will have time out away from other children in the bubble yet still within the classroom setting. Parents will be notified of this at the end of the school day by the class teacher via email. Repeats of these actions will result in a letter from the Head of school being sent home.

Children who do not follow expectations in an outside setting at break and lunchtime will first be warned and upon not heeding a warning will have time out within the designated play area e.g. stand away from any play and peers for a limited time until they are ready to join back in with the group following expectations. Parents will be notified of this at the end of the school day by the class teacher via email. Repeats of these actions will result in a letter from the Head of school being sent home.

Children who repeatedly and intentionally do not follow expectations within either a class or an outside setting during a school day will spend time away from their class bubble. Parents will be contacted by the Head of School or in her absence, a member of the Senior leadership team during the school day. Parents will be reminded of the seriousness of the situation and of the possibility of a Fixed Term Exclusion if serious intentional rule breaking continues.

Adaptations

Please note where children do not follow our new Covid 19 risk reduction school rules or behaviour expectations as a result of a special educational need and/or disability or a lack of understanding for another reason e.g. mental health, we will look at adaptations to support developing their understanding. Such adaptations may include personalising play resources within their social bubble, social stories, breaking down instructions, visualizing expectations and ensuring that an appropriate risk assessment is in place.

For children who still struggle to follow the new safety rules and expectations this may require reduced hours at school, or it may be deemed following the risk assessment that home is the safest place for them, as first and foremost we must consider the

safety of the child and others. Please note any such decision would be made in conjunction with parents/carers.

This is very much in line with the DfE guidance for such vulnerable children which states:

'For vulnerable children and young people who have an education health and care (EHC) plan, attendance is expected where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment. Therefore, if pupils with EHCPs are unable to follow the risk assessment due to their special educational need and/or disability or a lack of understanding for another reason e.g. mental health then it might be necessary for their own safety as well as the safety of others to be educated at home by their parent/carer. This would be a short-term arrangement while we make the necessary adaptations in school and consider how best to support the pupil with their understanding of the safety measures.'

H.Large,

Hannah Large |Head of School

1/6/20