



## Positive Behaviour

The Wherry School is committed to providing a full, exciting and stimulating education for all pupils and promotes equal opportunities and responds to pupils' individual and diverse needs. The school community endeavours to create a place where all, whether they be pupils, staff, parents or from the local community, feel valued, respected and welcomed. The school behaviour policy has been written to support these values of mutual trust and respect for all and to allow the school to develop and work together in an encouraging way which reflects the high expectations of the society in which we all live.

### **Principles behind the School Behaviour Policy**

The school has a number of School Rules, which encourage all in the school to learn, to work to the best of their ability and to achieve, to show respect and consideration to everybody and everything and to support the ethos of caring, truthfulness, trust and respect. The school rules form the basis of the classroom rules, which are negotiated by the individual classroom teachers with their classes.

The common theme behind the Rules is that the school expects every member of the community to behave in a considerate way; and that we treat each other fairly and apply this behaviour policy in a consistent way. The promotion of fairness and respect by all, aims to help children to become positive, responsible and increasingly independent members of the school and wider community.

### **Rights and Responsibilities:**

Everyone in the School community has Rights, but allied with this are responsibilities to ensure that the Rights of all are maintained. The importance of the links between Rights and Responsibilities form an important part Assemblies and the PSHE (Personal, Social and Health Education) lessons within the school and are frequently returned to as part of the pastoral care of the children and community.

### **Promotion of Positive Behaviour at a Whole School Level:**

The promotion of Positive Behaviour forms the most important part of the School policy in practice. We praise and reward children for good behaviour and positive attitudes to learning in a variety of ways at a Whole School Level:

- The School's Rules are clearly displayed in each classroom, which celebrate the achievements of individual children at their own level of learning; the value and importance of this board is noted as part of the display.
- Children receive consistent messages from all staff and those who work in the school about good behaviour – children are congratulated.
- Teachers and staff talk to each other about positive behaviour and everyone reinforces positive messages to individual children.
- Whole school, Key Stage and Class assemblies can focus on the ethos and attitudes that the school is aiming to promote – positive behaviour is praised and commented upon, rather than focusing on the negative.
- Positive Behaviour messages are used throughout the school – praising individuals who are demonstrating good behaviour and attitudes, rather than highlighting those who are not.
- Celebration Assemblies are held weekly, here children who have worked well, or whose behaviour has been noted by staff, are praised and certificates presented,



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this is then read out in assembly, stating the reason for the nomination. Staff remain in this assembly, to promote the whole school approach and the value of the efforts of the children. A certificate accompanies this nomination as a permanent record of the achievement.

- Teachers use stickers and certificates, where appropriate, and these are recognised in a Celebration Assembly.
- The school acknowledges all the efforts and achievements of children, both in and out of school and these are recognised publicly in assemblies.
- The school curriculum includes PATHS and time for reflection in assembly and RE

At all times staff and adults in the school will ensure that they communicate the school's values and attitudes in all that they do and in the way that they deal with children, modelling the behaviours that we would expect to see in the school and sharing these expectations with the children in the school:

- Modelling respectful and supportive relationships between all in the school community.
- Treating all with respect and warmth
- Using positive language to emphasise and praise desired behaviour rather than focus on the negative.
- Teaching emotional vocabulary and attitudes so that children develop the language skills to help them to recognise and understand their own and other's feelings.
- Teaching the social skills of sharing, turn taking, listening, giving and receiving compliments, giving and receiving criticism.
- Using Circle time to give a framework for resolving difficulties constructively.
- Using playtimes as opportunities to extend social skills and develop independence and responsibility
- To develop opportunities to learn and teach Social, Emotional and Behavioural skills (SEBs) across the curriculum.

### **Promotion of Positive Behaviour at Individual Class/Teaching Group Level:**

The Class/Group Teacher discusses the school rules with each class. In addition to the School Rules, each classroom has its own expectations, which are agreed by the children and displayed in the classroom. In this way the children in the school know the standard of behaviour that we expect in the school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during "Circle Time" or in PATHS or when appropriate.

It is the responsibility of the teacher to ensure that the school rules are enforced in their class, that their class behaves in a responsible manner to ensure learning can take place in lessons and to ensure that the high expectations of the children in terms of behaviour are maintained all around the school.

The teacher treats each child fairly, with respect and understanding, modelling calm, controlled behaviour when dealing with incidents and ensuring that the classroom code is enforced fairly and consistently.



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Teachers enforce and support the school positive behaviour strategies, and negotiate their own strategies as part of the class code of conduct; examples of classroom level strategies include:

- Praise
- Stickers, certificates for individuals and whole class
- Positive reports to parents at the end of the day
- Opportunities to share good work, share good behaviour and support individual children.

### At an individual child level

Children are aware of their Rights and equally their Responsibilities to others and the school, to ensure that the behaviour in the school is at a consistently high level. They are encouraged to participate in the Assemblies, which deal with ethos and attitude, adding their opinions and experiences. Class discussion, including in PATHS allows children to express opinions and their own values in a non-judgemental way, but also supports the ethos and teaching of Spiritual, Moral, Social and Cultural understanding. Children are also encouraged to support the efforts of those who receive recognition at a class or whole school level; they form an important part in the value placed on Celebration Assemblies, as children like to be seen favourably by their peers.

Children are encouraged to support not only their own individual development, but also to support that of their peers and where it is appropriate to work co-operatively towards a collective target. Children are encouraged to evaluate their own and their peer's learning and behaviour and the development of the skills of "constructive criticism" form an important part in the values of the school.

### Support for Misbehaviour

#### Whole School Approaches:

Despite the consistent messages that all in the school use with each other, a number of sanctions to enforce the school rules do have to be used, these ensure a safe and positive learning environment. Each sanction is employed appropriately to each **individual situation**; the professionalism of the staff, the knowledge that they have about an individual, their situation and the behaviour that led to the sanction are all taken into consideration. The most valuable sanction is one that gets the child to identify why they behaved inappropriately and what they are going to do to moderate their own

behaviour in the future. Teacher's apply their own sanctions, often with consultation with another colleague and children will be encouraged to reflect upon their behaviour and the effect that it has on others as well as themselves. Apologies and behavioural support, provide an important part of ensuring that a child's behaviour is moderated.

- Mild behaviour problems can be dealt with a period of reflection, perhaps supported with prompts – this requires the child to give up a bit of their time, reflecting on what they did wrong, why they did it, which rule did they break, what they are going to ensure that it doesn't happen again – where a child is unable to write responses, teachers will use the model as a constructive tool to discuss behavioural expectations. The thinking sheet can be kept for future reference and discussions if the behaviour persists



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- Time Out of the classroom – using the support of a colleague a child is encouraged to leave the situation and place where their behaviour has deteriorated and work in another classroom for a set amount of time. The child is then returned to the class to continue working with peers – an apology to staff and class may be appropriate.
- Use of peer mediators/circle of friends – individual children are trained (under the guidance of staff) to take on the role of a support network for individual children.

### **Dealing with misbehaviour at the Classroom Level:**

As above – professionalism and the knowledge staff have of a child and their individual needs can determine how a teacher deals with misbehaviour – however these are a few of the consistently accepted strategies, used in the school.

- Children who are unable to listen carefully to instructions may be reminded about listening and if the distracting behaviours persist, moved away from distractions and where the child is disturbing others.
- The school and staff have high expectations about attitude to learning and doing the best possible; where a child has not done so the child may be asked to spend time redoing it, or improving work.
- Disruptive behaviour will be initially dealt with through a teacher refocusing the child, quietly and without drawing too much attention to the child's behaviour; positive messages about those behaving appropriately can be used. If a child persists in disrupting the session, then Time Out of the classroom may be used and a time away from the class used for calming down.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others the adult in charge of the children may stop the activity, ask the child to stop taking part in the activity. The Principal or colleague may be called to support – intervention from a colleague is noted by Principal.
- If a child threatens, hurts or is aggressive to another pupil, the class teacher records the incident and the child receives an appropriate sanction, which may include a verbal reprimand, be asked to apologise or parents may need to be informed. Persistent threats or aggression, which is deemed to constitute bullying, will not be tolerated; the school will contact the child's parents and seek an appointment to discuss the situation, with a view to improving the behaviour of the child.

If a child misbehaves repeatedly in class, around the school, in the playground for the class teacher, any other adult working in school or for against any member of the school community it is the responsibility of the class teacher (or the supervisory adult) to deal with the incident in the normally accepted manner. However, if misbehaviour continues, the class teacher needs to seek help and support from other colleagues or at this point the advice of the Principal.

### **Use of External Agencies:**

If external agencies are used to support a child's behaviour modification, it is the role of the Teacher, with the Principal and SENDCo to liaise with the external agencies, guide the progress of the child and report to parents and the rest of the staff.



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### **The Role of the Parents**

The school works collaboratively with parents, so children receive consistent messages about expectations of behaviour. The School Rules are shared with parents.

The School works hard to ensure a supportive relationship is built up between the home and school; concerns about welfare or behaviour are shared between both and where behavioural support is required the school works closely with parents to ensure that all are kept informed, that both the school and home send out consistent messages and use similar approaches.

If the school has to use reasonable sanctions, as laid out in this policy, to deal with misbehaviour, the expectation is that parents will support the actions of the school. If parents have any concern about the way that their child has been treated, we would ask that they speak to the class teacher initially; this meeting can be with or without the Principal present. If the problem cannot be resolved with this initial action, then speaking to the Principal is the next course of action. If the concern remains, parents should contact the School governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The Role of the Principal and The Governing Body:**

- It is the responsibility of the Principal to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Principal to ensure the Health, Safety and Welfare of all children, staff and visitors within the school and the implications of the behaviour policy upon this.
- The Principal supports the staff by implementing the Positive Behaviour Approaches across the school, supporting the staff with the development of positive Behaviour through appropriate training, time etc. and also implementing the policy for dealing with misbehaviour. The Principal, along with all staff should set the standards and expectations of behaviour in the school.
- It is the Principal/Vice Principal who ensures that all members of staff are aware of the regulations regarding the use of physical management approaches. Staff only intervene physically to de-escalate situations where children are in danger of injuring another child, or if a child is in danger of hurting him/herself. The actions that are taken are in line with Government Guidelines on the physical management of children – training and support is available where it is anticipated Positive handling strategies are going to be required. Staff will receive training for Norfolk Steps and a Positive Behaviour Management Policy is in place for further reference.
- It is the role of the Vice Principal to keep records of all reported serious incidents of misbehaviour, in particular where a child repeatedly misbehaves. The Principal 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 it is



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the role of the Principal to permanently exclude a child; however this action can only be taken after consultation with the Governing Body.

### **Confiscation of inappropriate items – the school will use the powers set out in law, if necessary.**

What the law allows:

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully; and
- Power to search without consent for "prohibited items" including:
  - Knives and weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
  - Any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation sets out what must be done with prohibited items found as a result of a search.
  - Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.
  - More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- **Monitoring:** The Principal and The Governing Body has the responsibility of setting down these general guidelines on standards of behaviour, supporting the Principal in carrying out these guidelines, and of reviewing their effectiveness as part of the **Annual School Self Review Cycle** The regular review of the Behaviour policy forms part of Monitoring and Evaluation which informs aspects of the above Points.
- The Principal has the day-to-day authority to implement the school behaviour policy, but the Governing Body may give advice to the Principal about particular disciplinary issues, the Principal must take this into account when making decisions about matters of behaviour.

**Fixed Term and Permanent Exclusions:** only the Principal (or those with the head's role and responsibility) has the power to exclude a pupil from school. A pupil may be excluded for one or more fixed periods up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is possible to convert a fixed-term exclusion into a permanent exclusion in exceptional cases, usually where further evidence has come to light. Any incident that leads to





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the possibility of a permanent exclusion will trigger an emergency review of a child's Statement or Education, Health and Care Plan (EHCP).

If the Principal excludes a pupil, s/he informs the parents immediately, stating the reasons for the exclusion. At this point the parents are informed that they can appeal the exclusion if the period of exclusion is over 5 days; if they wish to appeal against the decision to the Governing Body the school informs the parents how to make this appeal.

- The Principal needs to inform the LA and Governing Body about any permanent exclusion, and in particular if there is a fixed-term exclusion of beyond five days in any one term.
- The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Principal.
- The Governing Body has a disciplinary Committee made up of 3-5 members; it is the role of this committee to consider any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and whether the pupil should be reinstated.
- If the Governors' Appeals Panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

### Monitoring of Behaviour in the School

The Governing Body and the Principal monitor the effectiveness of the policy on a regular basis, where necessary recommendations for further improvements can be made. The policy will be reviewed annually at the beginning of the School Academic year, alterations being made at this point; however if a review is necessary throughout the year this can take place following recommendations to the Governing Body. During the School year the school keeps a variety of records or incidents of misbehaviour:

- Class teachers record minor classroom incidents
- The Principal/Vice Principal records incidents where a child is sent to her/him
- Records are kept of incidents that occur over break or lunchtimes by the SMSA
- Written records are kept of lunchtime incidents reported by MSAs, recorded by the SMSA
- Records of Pupils who have been excluded for a fixed term or permanently are kept by the Principal
- It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly, justly and consistently.

The Governing Body will review this policy annually. If the government introduces new regulations or if the Governing Body receives recommendations about how to improve the policy amendments will be made.

Links with:

- School Management and Development plan School Self Review
- Monitoring and Evaluation of SEN Provision – audit tool
- School SEN Policy
- School Attendance Policy
- School PSHE Policy



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- School Anti-bullying policy
- Home School Contract
- Positive Behaviour Management Policy

### Appendix – A List of Rights and responsibilities for Staff, Children and Parents

<b>Staff</b>	
Rights	Responsibilities:
<ul style="list-style-type: none"> <li>• To be supported by peers</li> </ul>	<ul style="list-style-type: none"> <li>• To ask for support when needed</li> <li>• To offer support to colleagues and managers</li> </ul>
<ul style="list-style-type: none"> <li>• To be listened to</li> <li>• To share opinions</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to others</li> <li>• To give opinions in a constructive manner</li> </ul>
<ul style="list-style-type: none"> <li>• To be treated courteously by all others in the school community</li> </ul>	<ul style="list-style-type: none"> <li>• To model courteous behaviour</li> <li>• To recognise and acknowledge positive behaviour in others</li> </ul>
<ul style="list-style-type: none"> <li>• To be made fully aware of the school's systems, policies and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• To seek information and use lines of communication to clarify when necessary</li> </ul>
<ul style="list-style-type: none"> <li>• To receive appropriate training to increase skills in behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>• To support others developing their skills in promoting positive behaviour and good attendance</li> <li>• To acknowledge areas of own behaviour management skills which could be developed</li> <li>• To try new approaches</li> </ul>

<b>Children:</b>	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>• To behave respectfully to others</li> </ul>
<ul style="list-style-type: none"> <li>• To be safe</li> </ul>	<ul style="list-style-type: none"> <li>• To behave in a way which keeps self and others safe</li> </ul>
<ul style="list-style-type: none"> <li>• To learn</li> </ul>	<ul style="list-style-type: none"> <li>• To attend school regularly</li> <li>• To be willing to learn</li> <li>• To allow other to learn</li> </ul>
<ul style="list-style-type: none"> <li>• To make mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• To acknowledge mistakes</li> <li>• To allow others to make mistakes</li> </ul>
<ul style="list-style-type: none"> <li>• To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>• To give opinions in a constructive manner</li> <li>• To listen to others</li> </ul>

<b>Parents:</b>	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>• To behave respectfully towards others</li> </ul>
<ul style="list-style-type: none"> <li>• To be kept informed about their</li> </ul>	<ul style="list-style-type: none"> <li>• To make sure their child attends regularly</li> </ul>





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child's progress	<ul style="list-style-type: none"><li>• To talk to their child about what he/she does in school</li><li>• To talk to teachers if they have any concerns about their children's learning or wellbeing</li></ul>
<ul style="list-style-type: none"><li>• To be listened to</li></ul>	<ul style="list-style-type: none"><li>• To listen to others</li></ul>
<ul style="list-style-type: none"><li>• To have access to information on the school's approach to behaviour and attendance</li></ul>	<ul style="list-style-type: none"><li>• To absorb information and share concerns</li></ul>
<ul style="list-style-type: none"><li>• To have concerns taken seriously</li></ul>	<ul style="list-style-type: none"><li>• To share concerns constructively</li></ul>

### Our School Rules

**Rules need to be consistent and the following are the ones that we have adopted in the school.**

- ❖ To stay safe and behave in a way which allows others to be safe.
- ❖ Respect the rights, thoughts and opinions of all
- ❖ Respect the property of everyone. Look after our school and everything in it.
- ❖ Listen to and follow instructions
- ❖ Be able to make, and acknowledge mistakes; and allow others to make them as well.
- ❖ Always remember to be polite
- ❖ Always tell the truth