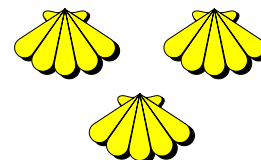


High Wych C E Primary School

Founded in 1861



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Success and Excellence within a caring Christian Environment

High Wych Behaviour Policy September 2024

Behaviour Policy

Our aim is that every member of the school community (staff, parents, children and visitors) feels valued, respected and is treated fairly. The policy aims to promote an environment where:

- everyone feels happy, safe and secure to become positive, responsible and increasingly independent members of the school community.
- good behaviour is reinforced and encouraged to develop an ethos of kindness and co-operation.
- acceptable standards of behaviour are defined
- there is a consistency of response to both positive and negative behaviour
- self-esteem, self-discipline and positive relationships are promoted

To ensure that the school's expectations and strategies are widely known and understood we encourage the involvement of both home and school in the implementation of this policy as the children bring to school a wide variety of behaviour patterns due to differences in home values, attitudes and parenting skills. At school we work towards standards of behaviour based on the golden rules and school values, which promote honesty, respect, consideration and responsibility.

Golden Rules

- Do be gentle - Do not hurt anyone
- Do be kind and helpful - Do not hurt people's feelings
- Do work hard - Do not waste your or other people's time



- Do look after property - Do not waste or damage things
- Do listen to people - Do not interrupt
- Do be honest - Do not cover up the truth

The behaviour policy is not a system to enforce rules. It is designed to promote good behaviour, rather than merely deter anti-social behaviour, and help the children to take responsibility for their own actions and to understand the link between actions and consequences.

Rewards and Consequences

We praise and reward children for good behaviour (pro-social behaviours) in a variety of ways e.g positive verbal encouragement, house points and celebration certificates. *See Behaviour Rewards.* We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Children work towards earning a class and individual reward. Children may lose playtime or lunchtime for anti-social behaviour during the day to complete work they have missed or not completed, *see chart below.*

The school acknowledges all the efforts and achievements of children, both in and out of school. Children can share these in assemblies.

The school employs a number of consequences to enforce the school rules thus ensuring a safe and positive learning environment. We employ each consequence appropriately to each individual situation. *See Behaviour Ladder*

At the start of each term the class teacher discusses the school rules with their class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children each term and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that is expected. Rules should be discussed in class.

Behavioural Incidents

When there has been an incident

- Stop whatever it is, listen to the problem and talk to the child about his/her actions
- Talk to witnesses if necessary
- Encourage children to solve the issue amongst themselves if possible (if minor incident)
- Ensure the child apologises and shake hands with the other person if appropriate
- If it is not possible to have these talks at that moment (assembly, playground supervision) then it may be appropriate to ask the child to wait in another place, eg next door or outside the Head's office



- Record details of the incident on the Incident Proforma and hand in to Head/Deputy Head
- If incident is serious, inform SLT to assist with the incident.

All incident forms are to be completed and handed to DH to look through and decide on the next steps. DH will inform/discuss incidents and record them in the Behaviour Folder. This will be monitored by a member of the Governing body.

Consequences for Anti-Social Behaviour

Low Level Anti-Social Behaviour Examples but is not limited by	Adult Response to Behaviour	Yellow Warning (mark) Given
<ul style="list-style-type: none"> • Disrupting the learning • Disturbing the learning of others • Talking whilst an adult is taking/teaching - Talking at an inappropriate time • Calling out • Rudeness to others e.g. mimicking, sarcasm, lack of manners & respect for others • Answering back/mumbling under breath • Not on task, deliberately wasting time • Distracting other children • Making unnecessary noises, gestures or actions - Unkind remarks and facial expressions • Swinging on their chairs • Not lining up properly in class • Using equipment inappropriately • Playing where they do not have permission to play (inc. toilets) • 'Play fighting' or being involved in 'rough play' • Lying • Throwing objects without intent to harm • Spitting on the floor etc 	<ul style="list-style-type: none"> • Initial warning matched to the golden rule where appropriate • Begin with a non-verbal cue for the child if possible • Praise positive behaviour of someone close to the child • Verbal reminder: If the above does not work, the adult will draw the pupil's attention to the inappropriate low-level behaviour and remind them of the rules/expectations • Reinforce - 'I can see you are not doing your work, can I help you in any way, is there a problem?' • Ensure the child knows what is expected and can access the work given • Verbal reminder with consequence: If the low-level behaviour continues, the adult will give the child a verbal reminder followed by a yellow warning mark 	<ul style="list-style-type: none"> • Yellow warning mark given and recorded in Teachers record book • Teacher to record low level behaviour displayed



Mid Level Anti-Social Behaviour Examples but is not limited by	Adult Response to Behaviour	Amber Warning (mark) Given
<ul style="list-style-type: none"> • Repetition of any of the above low-level behaviours with some additions • Not accepting instructions/deliberately not completing task set • Minor damage to property • Spoiling the work of others • Name calling or inappropriate harassment of an individual (personal) - including use of racist or homophobic language • Obstructing or jostling another • Disrespectful dialogue to/about another child or adult • Swearing in a non-aggressive way • making fun of another child /adult • Retaliation - either verbal or physical • Misuse of school equipment • Throwing or flicking things in classroom with intent to hurt or damage • Misuse of toilets or cloakrooms • Spitting at another person • Making deliberate false allegations • Intimidation & threats towards others 	<ul style="list-style-type: none"> • Reinforce expectations and explain why the behaviour displayed is anti-social • If pupil has yellow mark already - amber mark to be given • If there are examples of racist or homophobic language, follow the procedures - incident form filled in and given to DH/HT • If mid-level behaviour is repeated, give a red mark. 	<ul style="list-style-type: none"> • Amber warning mark given and recorded in Teachers record book • Teacher to record the behaviour displayed

High Level Anti-Social Behaviour Examples but is not limited by	Adult Response to Behaviour	Red Warning (mark) Given
<ul style="list-style-type: none"> • Repetition of any of the anti-social behaviours mentioned above • Fighting with intent to harm by punching, kicking, biting, scratching, strangling or pushing • Bringing in a dangerous object to school e.g. knife 	<ul style="list-style-type: none"> • Call for support and alert a member of SLT • Search and confiscate any objects which may be used to cause harm e.g. knife - call SLT immediately • Award a red mark and follow 	<ul style="list-style-type: none"> • Red warning mark given and recorded in Teachers record book • Teacher to record the



<ul style="list-style-type: none"> • Refusing to listen to an adult or swearing at an adult • Continued bullying after SLT intervention • Leaving the school site or classroom without permission • Swearing at a member of staff - inappropriate behaviour towards a member of staff - continuous rudeness to a member of staff 	<p>consequences for a red mark</p>	<p>behaviour displayed</p>
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- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future consequences.
- It should be the behaviour rather than the person that is emphasised.

Additional Consequences

- Child may be kept in to miss free time or to complete/rewrite work to the expected standard
- Not having the correct PE equipment/Kit, an amber will be given as a warning followed by a red if not corrected the next lesson.

In serious or persistent cases e.g., the child causes physical harm, swears or is racially or gender abusive and /or child-on-child abuse the child will go straight to the Head or Deputy (*Fill out appropriate form*). See Child-on-Child Abuse Policy. Consequences may then be:

- remove from class and/or away from other children
- parents called in for meeting
- a home school contract/report or PSP or home schoolbook
- make the child miss a treat at school e.g. non-uniform days, school trip etc.
- Ultimately, internal suspensions, external suspensions or permanent exclusion (following the LA guidelines).

The behaviour ladder is followed and the Deputy Head will monitor all behaviour incidents where physical or verbal misbehaviour has taken place. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor consequences and through the support of the parents. *It is important that the consequence is not out of proportion to the offence.* However, physical harm or swearing at any member of staff may lead to an immediate internal suspension. All other swearing (out of anger, at other pupils



etc) will be monitored through our behaviour incidents forms and consequences may be put into action, for example, the child may be put on report for a fixed period of time with an additional meeting with parents/careers.

Additional specialist help and advice from the Educational Psychologist or Integrated Services for Learning may be necessary for serious cases. This possibility should be discussed with the Headteacher/Deputy Head and/or SENCO.

Role of the pupils

Ensure that they do not prevent others from learning, use abusive or dangerous behaviour in or out of the classroom. Unacceptable behaviour in the classroom includes interrupting, shouting out, wandering about, running in the building, constant chatter and whispering and a failure to attend to instructions. Unacceptable behaviour on the playground includes pushing, poking, jumping on each other's' back, any physical harm, inappropriate play etc.

Children should:

- Have self-discipline
- Be polite and have respect for others, self and property
- Responsibly participate in work and play
- Take collective responsibility
- Recognise boundaries
- Be confident and make informed and considered decisions regarding their behaviour
- Ensure fair treatment for all regardless of age, gender, race and ability;

For misbehaviour in the playground, being kept out of the playground is appropriate. In extreme cases children will be excluded from the premises at lunch time.

Role of the class teacher

All staff use 'STEPS' training which is a therapeutic approach to behaviour managements, with an emphasis on consistency, on teaching internal discipline and on care and control, not punishment.

To ensure that the school rules are enforced in their class and that their class behave in a responsible manner during lesson time and when moving around the school.

Classroom management and teaching methods have an important influence on children's behaviour.

The classroom environment gives clear messages to the children about how their efforts are valued.

Relationships between teacher and children, strategies for encouraging good behaviour and



classroom displays all have a bearing on the way children behave.

Teaching methods should encourage enthusiasm and active participation for all through the use of a variety of teaching styles.

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 behaviour as well as good work.

Teachers will ensure **all children** display the expected high level of behaviour in and around the school.

Class teachers have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Class teachers treat each child fairly and enforce the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher will keep a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself as set out in the policy. However, if misbehaviour continues, the class teacher seeks help and advice from the Deputy Head. The class teacher may also contact a parent about concerns. Early warning of concerns should be communicated to all staff and Headteacher so that strategies can be discussed and agreed before more formal steps are required.

The class teacher/Deputy Head liaises with external agencies, as and necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Family Support Worker or Integrated Support for Learning.

Class teachers will model high standards of behaviour, both in their dealings with the children and with each other. By:

- creating a positive climate with realistic but high expectations;
- emphasising the importance of being valued as an individual within the group;
- promoting, through example, honesty and courtesy;
- providing a caring and effective learning environment;
- encouraging relationships based on kindness, respect and understanding of the needs of others;
- ensuring fair treatment for all regardless of age, gender, race, ability;
- showing appreciation of the efforts and contribution of all.

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them, this includes any time pupils are in school or elsewhere under the charge of staff, including on school visits.



In considering sanctions, teachers and Deputy Head must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Role of the Headteacher

It is the responsibility of the Headteacher to ensure that the school behaviour policy is implemented consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Head works closely with the Deputy to ensure that all staff follow the behaviour policy. The Deputy keeps records of all reported incidents of misbehaviour and reports to governors, when requested, on the effectiveness of the policy.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the relevant school Governors have been notified.

The Role of Parents

We expect parents to help reinforce the Golden Rules so children receive consistent messages about how to behave at home and at school.

We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences to reinforce the expected behaviour of a child, parents should support the school in relation to decisions made and to promote actively the rules of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher by making an appointment through the office, then the Deputy Head. If the concern remains, they should contact the Headteacher and if necessary, the school Governors. If these discussions cannot resolve the problem, a formal complaint can be implemented.

Parents will ensure that the time taken to talk to teachers does not take them away from teaching duties and class responsibilities. We encourage a positive partnership with parents through either letters or phone calls home.

The role of parents is crucial and should be consulted and informed of any incident in which their child is hurt badly (emotionally or physically) or seriously hurts others. Parents will also be contacted if a child's behaviour suddenly alters, or is not typical for that child. Parents will model high standards of behaviour, both in their dealings with the children, staff and with each other. By:

- promoting, through example, honesty and courtesy;



- encouraging relationships based on kindness, respect and understanding of the needs of others;
- ensuring fair treatment for all regardless of age, gender, race, ability and disability;
- showing appreciation of the efforts and contribution of all.
- Using appropriate language at all times

Parents have the responsibility to respect the staff of the school and value their opinions. Parents should talk positively about the school to their child and the community in general and act in partnership with the school by talking directly to staff. (Including Social Media)

The 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 support the Headteacher in carrying out these guidelines.

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

Additional Support

For pupils who continue to have difficulty managing their behaviour, extra support may be required to ensure that effective learning and teaching can take place for all, and to enable these children to participate in the daily school structure.

This may include:

- Regular behaviour target setting (short/long term) above and beyond that done with the whole class
- An individual behaviour chart
- Regular liaising between home and school
- Weekly behaviour log

For our pupils who have additional support needs; we have individual strategies and approaches in place to support these pupils to be able to follow our school rules and to engage appropriately with others in school.

Items which children are prohibited to have on school premises

Includes but is not limited to:

These are:



- Knives or weapons
- Alcohol • Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Confiscation and Searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search and confiscate anything they have reasonable ground to suspect is a prohibited item.

Restraining

The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Staff are trained on STEPS and will only use restraint if have STEP UP training.

Fixed-term Suspensions and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions.



The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Board will convene a discipline panel, to which each Governor has agreed to belong if required, which is made up of between three and five members. This committee considers 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 the LA, and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher/Deputy monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents and informs the Deputy and records when necessary. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors will give written details of all incidents on the incident form. The Deputy will follow up with pupils/parents/class teachers where necessary and implement any supportive strategies and consequences.

The Headteacher 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.

Additional Policies and DFE Guidance:

Policy on Bullying - See Anti-Bullying Policy

Child-on-Child Abuse

DFE Behaviour in Schools 2022

DFE Searching, Screening and Confiscations (Advice for Schools July 2022)

DFE Further Guidance and Resources for Support Behaviour (2022)

Review

The Governing Body review this policy annually. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.



Behaviour Rewards

Head Teacher Sticker

Certificates

Friday Assembly

Additional Free Time

House points/house point tickets

Verbal praise/ Smile

Behaviour Ladder

Suspensions and permanent exclusions

Internal suspension

Deputy - Parents invited in for
PSP meeting (for serious/repeated behaviours)

Deputy to contact parents if necessary - On Report for fixed time
Teacher contacts parents if appropriate

Time out in another class (Teacher to inform parent)
Reflecting on behaviour

Time out in class - alongside our YAR system
Loss of Play or Lunch Time alongside our YAR system

Verbal reminder of expected behaviour

The 'you have been noticed' look

Agreed by Staff Sept 2024

Next Review Sept 2026

