

# West Ashton Church of England Primary School



## Good behaviour policy

‘You will shine among them like stars in the sky.’

Philippians 2:15 (NIVUK)

# Good Behaviour Policy

## Rationale

Good behaviour is essential for the development of our children to become good citizens and members of the wider community.

## Aim

At West Ashton good behaviour is fundamental for all children to learn effectively and reach their full potential.

## The six agreed school values are:

Agape (love)	Hope	Wisdom
Friendship	Thankfulness	Koinonia ( community)

We weave these values into the ethos of our school and use them to build our high expectations of good behaviour for all children

## Agreed procedures:

### Rewards:

We reinforce and promote positive behaviour through:

1. Verbal praise or stickers.
2. Receiving class dojo/house points.
3. Being sent to the Headteacher to share excellent learning.
4. Receiving certificates and awards in assembly.
5. Public recognition e.g school newsletter, newspaper

## Consequences

Stages:

- 1: Verbal warning
- 2: Stay in at playtime with own teacher.
- 3: Send to another class
- 4: Send to Senior teacher
- 5: Send to Head teacher
- 6: Contact parents

The following may be applied at any time.

Internal exclusion may be considered.

Fixed term or permanent exclusion may be considered.

The following is an outline for what may lead to fixed term and permanent exclusions.

- Intentional aggressive physical contact, which includes but is not limited to pushing, hitting, biting, kicking and slapping will result in a minimum of one days exclusion.

- Repeated intentional aggressive physical contact will result in five days exclusion
- Use of offensive/racist language, including swearing, will result in a minimum of one days exclusion
- Repeated use of offensive/racist language, including swearing, will result in five days exclusion
- Repeated exclusions due to unacceptable behaviour may result in permanent exclusion

Consequences can be applied in sequence if a child fails to address their negative behaviour or in the case of seriously poor behaviour. Consequences can be arrived at without having progressed through the sequence if the behaviour is serious enough. If the child has received 3 internal exclusions for aggressive behaviour, the school may proceed to starting the procedure for permanent exclusion or managed moves.

Every day is a new start. The children will be reminded throughout the day that any poor behaviour can be turned around. As a school we promote good behaviour in our school. We consistently encourage and reward good behaviour.

Our PSHE curriculum is used to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for other people to make it unsafe or unfair.

#### **Recording:**

All serious incidents of inappropriate behaviour or bullying incidents are recorded electronically for review by the Headteacher and Designated Safeguarding Lead (DSL). Any necessary action will be taken by the Head or DSL.

#### **Behaviour in corridors and around the school:**

To ensure a calm and welcoming atmosphere in our school, running and any other noisy or disruptive behaviour is not appropriate in any public areas of the school.

#### **Behaviour at lunchtimes:**

Lunchtime supervisors follow the same behaviour policy as other staff.

#### **Physical restraint:**

Physical restraint of children is *only* to be used as a last resort in situations where it is necessary to prevent injury to any person or serious damage to property. It may only be administered by a member of staff that is trained to do so. All other means of de-escalating the situation should have been exhausted, including making clear what the consequences of the child's actions will be, before resorting to physical restraint. **(Please refer to West Ashton Primary School's separate Physical Intervention Policy).**

#### **Bullying**

Bullying epitomizes all that West Ashton School **IS NOT** and is a complete affront to our values. We follow the following guide: Several Times On Purpose: STOP. Anything approaching bullying, in this framework should have been observed and dealt with before it gets to the 'STOP' level. If not, the class and break time sanctions are bypassed and the issue comes straight to the Head or Senior Teacher who will involve

parents immediately. All sanctions are then available to the Head/Senior teacher. Alongside this, in the spirit of forgiveness and redemption the child who is accused of bullying will be taught how and enabled to move away from such destructive behaviours.

### **Use of Racist/ offensive language**

If such behaviour occurs we will support children to understand what it is they have done wrong and help them to explain what they should have done or said [or not said]. If the behaviour is repeated, we will follow the procedures outlined above. We will try to find out why the child is behaving this way and then treat the situation accordingly. We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all.

This policy should be read in conjunction with the home school agreement and the physical intervention policy.

Date Written : December 2021.

Review date : December 2022

# Behaviour Incident Form

## Serious Incident

Child's name:	Date:	Time:	Stage if approp:
Class teacher:	Year group and class:		
<b>PLEASE WRITE YOUR NAME AND DATE IN EACH SECTION YOU COMPLETE</b>			
What led up to the incident? What was the context/location (if relevant)			
			Name of person recording & date
Details of incident:			
			Name of person recording & date
Child's comments/account			
			Name of person recording & date
What action did the Duty Teacher/person dealing with incident take? Please state outcome?			
<b>Outcome: Internal Exclusion/External Exclusion</b>			

<b>Parents contact:      yes/no</b>  <b>Teacher aware yes/no</b>  <b>Head aware if appropriate: yes/no</b>	Person who decided outcome:    <b>Completed form to office for filing.    Yes/no</b>
--	--



# Incident Form

## Racial/bullying/playtime behaviour

Child's name:	Date:	Time:	Stage if approp:
Class teacher:	Year group and class:		
<b>PLEASE WRITE YOUR NAME AND DATE IN EACH SECTION YOU COMPLETE</b>			
<b>What led up to the incident? What was the context?</b> <b>Where did incident occur?</b> - classroom/toilet/hall/dining hall/playground/field/other (circle)			
			Name of person recording & date
<b>Details of incident:</b> <b>Witnesses</b> – please record names of adults/children:			
			Name of person recording & date
<b>What happened after the incident? What action was taken? Who was duty teacher?</b>			
			Name of person recording & date
<b>Child's comments / account.</b>			

<b>Class Teacher Informed:</b> yes/no <b>Or TA Informed:</b> yes/no <b>Head or DHT aware if appropriate:</b> yes/no	<b>Parents contacted:</b> by who?/when?  <b>Completed form to office for filing.</b> Yes/no
---	---