



WEST HESLERTON C.E. PRIMARY SCHOOL

POLICY FOR GOOD BEHAVIOUR

“Children are at the centre of all we do”

The hallmarks of a Christian life lived well are –

- Love
- Joy
- Self-control
- Peace
- Kindness
- Patience
- Generosity
- Gentleness
- Faithfulness

Galatians 5:22 – 23

Good behaviour and discipline are key foundations of good education. We share the Christian message of love, joy and the celebration of our humanity without exception or exclusion. In order to value all of God’s children and maintain the ethos of West Heslerton School these simple school rules shall be followed:

SCHOOL RULES and BEHAVIOUR PRINCIPLES

- We listen carefully and follow instructions straight away.
- We keep our hands and feet to ourselves.
- We take care of and respect everyone’s property.
- We wait our turn and speak appropriately.
- We walk carefully and quietly in school.

Not following the school rules will result in the application of sanctions below.

REWARDS

Rewards of all kinds are used to recognise and encourage positive social and learning behaviour. These include, value pebbles (assembly theme, perseverance, respect and friendship), merits, stickers, golden time, certificates and “best effort” mentions in assemblies.

BULLYING

Bullying is persistent, negative behaviour targeted towards an individual. This is not acceptable in any form at this school. All children are encouraged to talk to teachers and parents about any concerns openly i.e. this is the right thing to do.

Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.

We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. This policy is on the school website and available from the school office. Pupils are regularly reminded of the policy and what to do if an incident occurs.

The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.

Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.

Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.

Regular opportunities are provided to discuss issues that may arise in class and for teachers to target specific interventions.

Stereotypes are challenged by staff and pupils across the school.

Peer-mentoring, and pupil voice sessions offer support to all pupils.

See anti-bullying policy for further details.

SANCTIONS

Pupils' poor behaviour will be addressed using the following scale.

Staff member will speak to the child and explain the unacceptable behaviour. Encourage the child to address poor behaviour. If child's behaviour still needs addressing, follow the scale of agreed punishments. Each time the child needs to be spoken to about their behaviour, move to the next step on the scale. A new scale commences each day. Cumulative poor behaviour choices will be discussed with parents where appropriate.

1. Withdraw the child temporarily/speak to the child, for an appropriate amount of time.
2. Miss 2 minutes of play time.
3. Withdraw from 5 minutes Golden Time.
4. Miss next break to write an apology, if appropriate.
5. Contact parents.
6. Head to phone parents.

A **RED BATON** system operates in the school to summon assistance in an emergency.

Severe and/or persistent bad behaviour will result in a formal report to parents.

Recorded incidents will be kept in the child's file and shared with other bodies, if appropriate.

Written reports are produced as soon as is practically possible: 1 for the Child's file, 1 home to parents / carers with the child (to be followed by 1 sent home via first class post if no response is received from home) and 1 kept in the behaviour file.

Where school is aware that a pupil's behaviour is likely to disrupt themselves and others, a Risk Assessment will be produced. This will include early intervention strategies to reduce risk and support the child. It may include the use of reasonable force / safe handling,

Definition of Reasonable Force

The working definition of "reasonable force" is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

All staff should support students and supply teachers when dealing with behaviour issues.

Reviewed: Spring 2020 when new anti-bullying policy was implemented

Next review: Spring 2021 or sooner if required alongside the anti-bullying policy.