

Whitchurch Combined School

Behaviour Policy



The policy should be read in conjunction with the school's anti-bullying policy.

Introduction

This policy is designed to promote good behaviour and discipline on the part of the pupils at Whitchurch Combined School. The policy is written with regard to the principles of the School Governing Body and takes account of issues with regard to discipline identified by the Governing Body.

All colleagues have a shared responsibility for the promotion of good behaviour in the school and it is essential that we work together to ensure the school is a safe and orderly place for children and adults. In this way we will be creating the right sort of environment for effective learning so that the children are ready to learn.

It is the responsibility of the Headteacher to determine measures designed to promote among pupils self-discipline and proper regard for authority; to encourage good behaviour and respect for others on the part of the pupils and, in particular, prevent all bullying among pupils. The Headteacher, in liaison with the staff and Governing Body, agrees the standard of behaviour that is acceptable in the school and measures to address unacceptable behaviour.

This policy will be:

- Used by all members of the school community and be part of daily life within the school
- Reviewed annually
- A copy is available in school and on the school website.

At Whitchurch Combined School, we emphasise positive behaviour and find ways of rewarding the right behaviour choices. The behaviour policy should be seen in the much wider framework of how the school seeks to moderate and improve the behaviour of our pupils. The more negative aspects of behaviour management such as sanctions and pupil exclusions are kept in perspective.

Aims

At Whitchurch Combined School we aim to:

- Develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
- Create the conditions for an orderly community where children are ready to learn and effective learning can take place
- Encourage mutual respect between all members of the school community
- Demonstrate proper concern for the environment
- Look beyond poor behaviour for possible causes and understand that a child's behaviour is telling us something about that child
- Provide support for pupils in need
- Reward good behaviour choices
- Ensure that the code of behaviour is understood by pupils and is applied consistently and fairly
- Use inspiring and motivating teaching methods to deliver a relevant and appropriate curriculum
- Promote the Whitchurch values – be kind, be respectful, be proud, be resilient and be curious

We feel that such aims are best achieved in the framework of a relaxed, pleasant atmosphere, in which pupils are able to give of their best, both in the classroom and in extra-curricular activities, and are encouraged and stimulated to fulfil their potential.

The Role of Staff

Staff at Whitchurch Combined School promote the positive ethos of the school and the shared responsibility for the welfare of the pupils. Effective classroom management is key to establishing good behaviour in school. When there is evidence of disruptive or poor behaviour, all staff take a lead role in helping children to make the right choices and reflect on their decisions. Staff must insist that children take responsibility for equipment and materials. Non-negotiables are followed by all teachers and children and should be displayed in the classroom. All new staff are trained with our behaviour policy. Staff meetings are used regularly to inform staff of any areas to focus on or any updates.

Rewards

It should be recognised that children need reinforced encouragement to maintain good behaviour or modify bad behaviour. Clear expectations need to be set for work in class and for behaviour in class and around the school and children should be commended for achieving these by all members of the school community.

Rewards used at Whitchurch include:

- Verbal or written praise by adults within the school. Comparing present behaviour with that displayed on previous occasions gives a base line on which to make judgements
- Additional praise from all staff, teachers, the Deputy Head and the Head can reinforce the first course of action
- The Pupil of the Week Assembly which takes place in front of the whole school or praise given in front of the class which gives the child a great sense of satisfaction, while providing the other children with a role model. Certificates are given
- Any aspects of a child's behaviour or effort which can be commended should be noted in either the Annual Report to parents or when talking to the parents at Parent's Evening
- Nomination for and / or receipt of an annual award such as The Simon Blore Award for consistently displaying the Whitchurch values
- The receipt of House Points or Dojos (5 dojos = 1 house point)
- Lunchtime supervisor stickers and golden tickets

Sanctions

Children do not always work hard or behave well through the setting of clear goals and encouragement. When effort is lacking or behaviour is inappropriate, it is sometimes necessary to use a sanction. Before doing so a cause for the behaviour should be sought (Is the work set inappropriate or too difficult? Has the child been provoked?).

If a sanction needs to be given, a positive outcome should be borne in mind and future expectations should be clearly set out to the child/children concerned. When using these sanctions occasionally a certain degree of flexibility should be allowed for individual circumstances. All incidents of behaviour are recorded by staff on CPOMS.

The school sanction system can be divided into three levels. These are applied at the teacher's / Headteacher's discretion after considering both the nature of the particular offence and the persistence of the individual concerned.

1. Low Level

- Correction of wrongdoing
- Verbal warning
- 5 minutes of reward time being taken away

- Help the child to reflect on their actions/words and support them to make a positive choice next time
- Temporary confiscation of objects which relate to the poor behaviour
- Re-doing work that is poorly attempted
- Moving children elsewhere in the classroom on a temporary/permanent basis (e.g. splitting up a disruptive group)
- Time wasted in class is repaid by the class or individuals at break
- Missing part of the playtime or lunch time
- Informing parents, if appropriate

2. Medium Level

- Child will need a behaviour support plan. All adults use the same language/strategies around the child.
- Scaffolded playtime may be needed.
- The child is sent to a member of the Senior Leadership Team, followed by missing a playtime (larger amount of time). The Class teacher should keep a record of any medium level sanctions and inform the Headteacher.

3. High Level

- High level punishments come into play when the Medium level sanctions have been used on three occasions during a term or when the offence is so serious that it warrants immediate High Level action.
- This level will automatically trigger an invitation for the parent to meet the Headteacher with or without the class teacher to discuss the matter. This does not prevent a parent meeting Headteacher / Teacher to talk about the situation at an earlier stage.
- If the poor behaviour is persistent, outside agencies (PRU, Educational Psychologist, and Paediatric Consultant) may become involved after consultation with the parents.

The sanctions at this level include:

- A daily monitoring system, which should take the form of a book, in which behaviours are noted (good and poor). This may start off internally, but the usual practice will be to send this home daily for parents to sign and return
- For poor behaviour relating to lunchtime sessions, the child may eat lunch outside the lunch hall
- Withdrawal of major privilege (visits, residential)
- For continued misbehaviour an internal exclusion can be applied
- For continued misbehaviour or behaviour of a very serious nature a fixed term suspension may be considered. This will follow the nationally agreed procedures for the exclusion of pupils.

SUPPORT

On occasion, some children need more support with their behaviour choices. This support will be given by a range of adults, including teaching assistants, teachers and SLT. These adults help support individual children with their reward charts and individual targets. When we are supporting a child who is on individual behaviour targets, we work very closely with the parents.

Where appropriate, Year 6 staff liaise with Secondary schools to ensure that Year 7 staff have the information needed to support children with behaviour difficulties. Reception staff liaise with nursery staff to ensure that we have all the information we need to support the children starting with us.

MONITORING

This policy will be regularly monitored and evaluated and the school community will be informed of any changes.

September 2026