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Behaviour policy

Introduction and philosophy

Children come to school with a variety of experiences and expectations. They are learning how to respond and act in a wider variety of situations and with a larger group of people beyond their immediate family. Our behaviour policy is based upon restorative practice and nurture principles, it is not a punitive policy.

At West Cliff we see a key role of the school is to be in partnership with parents / carers in teaching children the personal, social and life skills necessary for success in school and to make a positive contribution to the life of the school and the wider community. In order to achieve this we need the commitment to and from pupils, parents, staff and governors.

We recognise that the quality of relationships at all levels in the school is fundamental to providing the type of environment necessary for effective learning to take place and for the promotion of positive self esteem.

In our school we aim to promote an atmosphere of mutual respect where caring and sharing predominates.

Our relationships are based on mutual respect:

- Pupil to pupil
- Pupil to adult
- Adult to pupil
- Adult to Adult

It is expected that all staff and visitors to school, including pupils' families, will provide role models that demonstrate a caring and nurturing attitude and respect for others.

All pupils need guidance through clear expectations of how they should behave. All staff recognise their responsibility to model and teach these expectations. They are committed to supporting children in achieving high standards of behaviour through promoting positive self-esteem and responding to all behaviours fairly and consistently.

Our vision is of a school that is:

Caring, Happy, Inspiring, Achieving

And we want:

- every child to reach his or her full potential in a climate which is fun, stimulating and exciting
- to be a school where children are safe and happy, have pride in themselves and are valued
- to be a place where there is mutual care and respect.

Aims of the behaviour policy (linked to the 6 Principles of nurture)

- All children feel happy and secure in school (the classroom offers a safe base)
- Children feel valued as individuals and know that their achievements and efforts are recognised and celebrated (the importance of nurture for the development of well-being)
- Children are enabled to develop self-discipline and encouraged to become independent learners (children's learning is understood developmentally)
- Children learn how to behave in a variety of situations and accept responsibility for their own behaviour (all behaviour is communication)
- That West Cliff School is a caring, warm environment for all where everyone, including visitors, feel welcome (the importance of nurture for the development of well-being)
- Bullying of any kind including racist, homophobic, bi-phobic, transphobic is not tolerated and nor is being a bystander to this.

Our School Rules

* Ready – We will always look like a learner.
* Respectful – We will always use kind words.
* Responsible – We will always have safe hands and feet.

Routines

- Children will walk in a sensible, quiet and orderly manner around school.
- Children coming into assembly will enter in silence, accompanied by their class teacher, and will leave in the same fashion. Staff will model this behaviour.
- Classroom routines will be established and taught in a consistent fashion. This will include appropriate movement within classrooms, acceptable noise level, ways of attracting an adult's attention, procedures for tidying up and activities upon completion of work. These routines will vary between classrooms. The headteacher will monitor these routines and expectations during 'learning walks' in school.

Rewards

The main rewards are:

- Verbal praise
- Showing work to another adult or other children
- Speak to parent ~ praising good performance directly to parent.

- Stickers may be awarded for good effort with tasks or good behaviour.
- Raffle tickets
- Certificate in celebration assembly
- Individual class awards – eg star of the day, daily spinner etc
- Whole class awards

Consequences

As a school we have chosen a restorative approach, and therefore deal with situations with these 3 questions

- What happened?
- Who was hurt?
- How can I put it right?

When these have been discussed with a member of staff for most incidents this is the end of the incident. Children will be supported to 'put it right' and the child then has a fresh start.

For some children with additional needs/support plans it may not be appropriate to use these questions immediately or at all depending upon their specific needs. It may be that they are used once the situation has calmed or the child may have a different script.

In most cases, there will be a consequence to the child's behaviour. Aspects including the nature of the incident and the age and stage of the child will be taken into consideration when choosing an appropriate consequence. Examples of consequences used in school include expecting a child to help to tidy up if their behaviour has caused a mess; missing all or part of a break; spending time out of class (eg with a member of the senior leadership team); and inviting parents in for a meeting to discuss the behaviour.

More serious incidents such as physical contact, leaving the school site or using inappropriate language will be recorded on CPOMS software and parents are contacted at the discretion of the teacher dealing with the incident. All of these incidents will still be dealt with using the 3 questions above. Any serious incidents involving racism or homophobia will be recorded using our internal systems, as well as being reported to the Local Authority. Such incidents may lead to additional sanctions, alongside the restorative practice, such as a child being taught in a different class for a fixed period.

At lunch time

The Midday Supervisory Assistants will use the restorative approach as detailed above. Liaison with class teachers and teaching assistants is essential. Lunchtime supervisory staff must ensure that they discuss any incidents in relation to the children in their class with the class teacher or teaching assistant.

Headteacher responsibilities

The headteacher will monitor the implementation of the behaviour management policy. The headteacher will regularly report to the governing body of the school about the standards of behaviour in school.

The headteacher will be responsible for involving external agencies if situations develop which require such an approach. This would be the case if the strategies have been used

over a period of time but there is no improvement in the behaviour of an individual or group of children. In such a case the headteacher will hold meetings with parents or carers in parallel with consultation with external agencies.

In the last resort the headteacher may implement the exclusion policy of the school.

Governing body responsibilities

The governing body will review this policy annually. The governing body will monitor the implementation of this policy. The governing body has specific responsibilities in respect of exclusion, these are detailed in the exclusion policy.

Special educational needs

The Code of Practice for special educational needs will be followed (DfES 2001). Some behaviour management difficulties can be experienced with some children with SEN because of their particular needs or life experiences at the time. Staff must be sensitive to the needs of these children and recognise that adjusted standards are more appropriate. The ILPP (EYFS) or Provision Map for children with SEN will give targets and guidance in respect of the management of behaviour of children with SEN when that is considered appropriate, these will assist staff in making judgements on a day to day basis. If in doubt staff should seek advice from the special educational needs co-ordinator (SENCO) of the school. The SENCO can obtain further advice and support from the SEMH hub if 2 cycles of assess, can, do, review are completed.

Health and safety

All staff will follow the 'safer handling' policy when dealing with behaviour incidents. See RPI policy.

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