High Wycombe Church of England School

POLICY: GOOD BEHAVIOUR POLICY
COMMITTEE: CURRICULUM
MEMBER OF STAFF RESPONSIBLE: CELINE HAWKINS
GOVERNOR RESPONSIBLE: CHAIR OF CURRICULUM
WRITTEN BY AND DATE: CELINE HAWKINS JULY 2010
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1. Introduction

‘At HWCE we have an understanding that we are all made in the image of God, and that we are all valued and important.’

In its document “Behaviour and discipline in schools” (January 2016), the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents.

Every school must have a Good Behaviour Policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Independent Schools Standards Regulations 2010 (Academies).

The Governing Body is responsible for setting general principles that inform the Good Behaviour Policy. Head teachers are responsible for developing the Good Behaviour Policy and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

The Good Behaviour Policy must include measures to prevent all forms of bullying among pupils.

This Policy should be read in conjunction with the following school policies and procedures:

- Special Educational Needs Policy
- Health and Safety Policy
- Admissions Arrangements
- Complaints Procedure
- Equality and Cohesion Policy
- Child Protection Policy
- E-safety Policy
- Policy on the use of Force to Control or Restrain Children
- Whistle Blowing Policy
- Lettings Procedures
- Educational Visits Policy
- Supporting Pupils with Medical Conditions
- Home / School Agreement
- Staff Handbooks
2. School Ethos and Values

Our Vision statement

Our Christian Vision is:

A loving, inclusive school community with a Christian ethos that enables all to be independent, confident, resilient learners, respectful within the school and the wider world, encouraging all to flourish.

*Be strong and courageous: do not be afraid or discouraged for the Lord your God is with you wherever you go (Joshua 1:9)* NLT

‘Opening the doors to opportunity’

**Our School Christian Values**

**Thankfulness** - Then your faith will grow strong in the truth you were taught, and you will overflow with thankfulness. (Colossians 2:7)

**Compassion** - As a father has compassion on his children, so the LORD has compassion on those who honour him (Psalm 103:13)

**Trust** - The Lord is my strength and shield. I trust him with all my heart. He helps me, and my heart is filled with joy. (Psalm 28:7)

**Forgiveness** - If you forgive others for the wrong things they have done, then your Father in heaven will forgive you. (Matthew 6: 14)

**Friendship** - There is no greater love than to lay down one’s life for one’s friends. (John 15: 13)

A friend loves you all the time, and a brother helps in time of trouble. (Proverbs 17:17)

Live in peace with each other. Do not be proud, but make friends with those who seem unimportant. (Romans 12:16)

**Peace** - Let the peace of Christ rule in your hearts, since as members of one body you were called to peace. (Colossians 3: 15)

Hope - We put our hope in the Lord. He is our help and our shield. (Psalm 33:20)

**Respect** - Respect everyone, and love your Christian brothers and sisters. (1 Peter 2:17)

**Service** - Serve wholeheartedly, as if you were serving the Lord, not men
3. Aims of the school in terms of behaviour

To ensure that the whole school community has high expectations of behaviour To develop a Good Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared Christian values.

To foster a caring, community atmosphere, in which teaching and learning can take place in a safe and happy environment.

To maintain a School Curriculum, that teaches moral values and attitudes as well as knowledge and skills. A curriculum that will promote responsible behaviour, self discipline, self-respect and respect for other people and property

To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour

To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.

To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

To encourage all members of the school community to act as role models and to consider their own behaviour at all times.
4. Expected standards of behaviour

General
Pupils at High Wycombe Church of England School are expected to display our Christian values, to be well behaved; to show consideration for others at all times and to adopt a polite and respectful manner both towards their peers and towards adults. Every child should be able to work without undue distraction from other children and to live as a member of the school community without fear of mental or physical acts of bullying by other children.

Breaktimes

To Encourage Positive Behaviour
The school aims to promote a positive attitude amongst its pupils towards study and play. Where this is evident, teachers should adopt a range of strategies to praise and reward children. See also ‘Rewards’ section of policy.

Before school starts: KS2

- The gate into the playground is opened at 8.30am. A teacher or LSA is responsible for the children from 8.30a.m
- Children should arrive at school between 8.30 and 8.50 am and wait in the lower playgrounds. No-one should be in the Millennium garden. There should be no playing with any balls or other equipment. If a child is playing with a ball, the ball will be removed and a Green card given.
- Bags should be placed against the junior/infant wall.
- When the whistle is blown, all 4 junior classes line up in 2 lines, each line is 2 house teams, and are met by their class teacher.
- If it is dry, Year 4 enter the school through their classroom, the rest of the juniors enter through the side door.
- All children enter quietly, walking along the left side of the corridor.
- If it is wet the bell will ring and the children will all be brought in through the hall door.
- Class teachers attend meeting and LSA’s cover the classrooms till the meeting ends or when the 8.50 bell rings

Before school starts: KS1/FS

- The gate into the playground is opened at 8.30a.m. A teacher or LSA is on duty from 8.30a.m
- Children should arrive at school between 8.30 and 8.50 am and wait in the lower playgrounds. No-one should be in the Millennium garden. There should be no playing with any balls or other equipment. If a child is playing with a ball, the ball will be removed and Yr2 will be given a Green card, YrR/1 will go down the rainbow chart.
- Bags should be placed against the junior/infant wall.
- The infants line up outside their classroom.
- If it is wet the bell will ring and the children will all be brought in through the hall door.
- Class teachers attend meeting and LSA’s cover the classrooms till the meeting ends or when the 8.50 bell rings
KS2 Playtime

- Children walk out to play
- Permission must be given to retrieve balls from the sloping green areas around the top playground
- In Junior playground there will be two whistles as a warning to the end of playtime. When the bell rings all staff should make their way to the playground.
- The children are to adhere to the school ‘Good Behaviour Policy’
- Where a member of staff notices a child who has broken an area of the ‘Good Behaviour Policy’ then the following system applies:
  i) A word of warning or discussion will take place
  ii) After a verbal warning if the behaviour persists a child should be told they have a Green card and the class teacher informed verbally. The child should have a period of 5 minutes standing by the wall
  iii) If the behaviour warrants a red card, another child should be sent to the office to request that a member of the SLT comes to take the child

FS/KS1 playtime

- Children walk out to play
- Y2 monitors will supervise the ‘Buddy Stops’ in the Infant playground. Buddy monitors wear yellow fluorescent jackets for other children to approach if they need help.
- In Infants playground once the whistle has blown children are to stand completely still. On second whistle they are to put equipment in cupboard and line up immediately. On the third whistle they are expected to be in their space in the line and standing silently ready to move into class
- Staff should inform the class teacher if a child has misbehaved and needs to be move their name down the rainbow chart/be given a green card.

Lunchtime Supervision

Our supervisors are an intrinsic part of successful playtime.

A training programme will be implemented for lunchtime supervisors to support them in their role, together with the Good Behaviour Policy. Training will become an annual event to allow for the induction of new members of the lunchtime supervisors team.

A monthly meeting, or as necessary, is held between lunchtime supervisors and the Assistant Headteacher to discuss issues arising.
Lunchtime in the Hall

- The children will be supervised at all times
- The children must and are encouraged to wash their hands before they go to lunch
- The children must walk calmly into the hall
- The children should put uneaten food back into the lunch box
- The children should keep the noise to an acceptable level
- The children should remain seated whilst eating
- The children should wait for permission to leave the hall

Lunchtimes
The children eat their lunch as follows in order to reduce the number of children in the hall at any one time as well as to maximise the use of our outdoor space.

Eating times:

- Infants (Yr R, 1, 2) 12.00 – 12.40pm
- KS2 Rotate 12:15-12:40
- Y3-6 12.40 - 1.15pm

The lunchtime supervisors (LS), like all members of staff, will look to praise the children for behaving well. This will be in the form of stickers, certificates and Dojo points.

- The children are to adhere to the school ‘Good Behaviour Policy’ during the lunch hour too
- Where a lunchtime supervisor notices a child who has broken an area of the ‘Good Behaviour Policy’ then the following system applies:
  
  i) If a child is breaking a rule then a verbal warning should be given. If the child persists with the misbehaviour a white slip will be completed with a brief description of the offence. The teacher will follow this up if necessary with the Lunchtime Supervisors
  
  ii) The class teacher will decide whether a child receives a red or yellow or green card based on the slip and if necessary a conversation with the MDS
  
  iii) If the behaviour persists beyond this or if there is a serious incident (eg: fighting, swearing directly at an adult or other child) the child should be sent in to stand outside the staffroom door. Another white slip will be completed and the class teacher will follow the ‘Good Behaviour Policy’ to apply the sanction.
  
  iv) All white slips should be added to the Class Behaviour Traffic Light Folder

If any child continues to behave in an unacceptable manner at lunchtime, the following will be put into action:

  i) The Headteacher will be informed
  
  ii) Parents will be informed
  
  iii) The child will be excluded from the school during the lunch hour
**Wet break/wet lunchtime**
- The children stay in the classroom supervised by the class teacher/lunchtime supervisors
- YR, 1,2 will eat in the hall as usual at 12.15pm, returning to their classrooms once they have been given permission to leave the hall
- Yr6 will eat at 12.15pm and go with Yr R to their classroom
- Yr3/4 will stay in Yr3 classroom and Yr5 will be in the Yr5 classroom. After lunch Yr5 will join Yr2 in their classroom and Yr3/4 will return to Yr3 classroom
- Wet playtime equipment must be packed away carefully
- The lunchtime supervisors will endeavour to get the children outside if at all possible (wearing coats in light rain)

**Children who for exceptional circumstances are staying inside**

Children should be encouraged to have some fresh air and play outside, but occasionally there are children who will need to stay inside.

- These children will need to be supervised by an adult.

**Within the School Buildings**

**Corridor and Stairways**
Children are expected to walk quietly through the corridor at all times and always be proactive with good manners and consideration for others.

The children walk up the stairs on the right and down on the right. A teacher should always lead the class down the stairs.

**Cloakroom & Toilet areas**
Children are expected to use the available facilities with respect.

Children should be encouraged to use water facilities during break times and not during lesson time unless an emergency arises. Water bottles to be used during class time.

**5. The role of the adults in school**
Adults in the school aim to create and sustain a positive, supportive and secure environment with good modeling of our Christian values. Each child is encouraged to fulfil his/her potential and to develop positive attitudes towards schoolwork. Children are likely to behave well when lessons are well prepared, stimulating and the activities differentiated to ensure a good match between content and ability.

Teachers should create an enriching environment for children to learn in ensuring an attractive and tidy classroom environment and maintaining interesting wall displays.

Teachers should be well prepared for lessons and mark work promptly and constructively.

Teachers should encourage all children, no matter what their ability, to develop a love of learning.

Teachers should lead by example and set high personal standards with mutual respect between children and peers and between children and adults.
Teachers should differentiate studies according to children’s individual ability.

Teachers should set reasonable targets for individual children for class studies and homework within the guidelines presented in the school prospectus.

Under the guidance of the class teacher the children should create their own class rules.

Teachers should celebrate pupil progress and success and children should be inspired to want to learn and succeed.

6. Rewards

The most effective way of managing pupil behaviour is to use a positive approach and to this end staff will constantly reinforce good behaviour and attitudes based on our Christian values, seeking to raise pupils’ self-esteem. Feeling proud of yourself because you have worked well, behaved responsibly or helped someone can be a reward in itself.

The school has a number of systems in place to reward the good behaviour that so many of our children display on a daily basis.

The following rewards are used across the school by all adults:

- Verbal praise
- Stickers
- Work displayed on the wall
- A certificate
- Class praise assembly to share individual achievements
- Showing work in sharing assembly
- Headteacher Stickers
- Show good work to other classes and the Headteacher

KS1, LKS2, UKS2 in addition to this all use the following system:

Class Dojo
All classes are set up on the online class dojo system. All children have their own character and earn dojo points across the course of the week. These can be earned for various things e.g.:

- Settled in class
- Good work
- Helping others
- Following class rules / agreements
- Participation in class (Eg: - answering and asking questions)
- Being prepared for school
- Handing in homework on time
- Being focused and on task with their learning
- Showing respect
- Working hard
- Team work
- Helping at lunchtimes
Every Friday the class has a dojo winner, this is the child with the most dojo points for that week. They receive a Dojo Champion certificate.

**Silver and Gold Cards (Laminated cards are kept in each classroom)**

These cards are given for behaviour above the expected level of behavior and are recorded on the Good behavior Chart. In order to promote the expected level of behaviour, through positive praise, classes have their own systems which are detailed below. The table below shows the types of behaviour that can result in a gold or silver card and the reward the children will receive.

<table>
<thead>
<tr>
<th>Silver</th>
<th>Gold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteering for unpopular jobs</td>
<td>An accumulation of 3+ silver cards over half term</td>
</tr>
<tr>
<td>Exceptional Work</td>
<td>Consistently exceptional</td>
</tr>
<tr>
<td>Receiving the monthly achievement award</td>
<td>Headteacher Gold card recognition in newsletter</td>
</tr>
<tr>
<td>Exceptional effort</td>
<td></td>
</tr>
<tr>
<td>Above and beyond in displaying our Christian Values</td>
<td></td>
</tr>
<tr>
<td>Class specific reward (agreed with class by class teacher) ie ipad in golden time</td>
<td>Headteacher will host an edible treat in her office</td>
</tr>
<tr>
<td>Guaranteed full Golden time</td>
<td>A gold certificate presented in assembly</td>
</tr>
</tbody>
</table>

**NB: If a child receives a red card during the half term they will lose a silver card**

**Star of the Week (YR2/LSK2/UKS2) / Outstanding Certificates (EYFS/KS1)**

Star of the week / Outstanding certificates are given for behaviour and achievement which has stood out above the rest of the class on the day/week.

**EYFS/KS1 ~ Outstanding certificates are given out at the end of each day and a small certificate is given to the child. (Yr2 class teacher decides the star of the week as below):**

**YR2/LKS2/UKS2 ~ Star of the week ~ During the class weekly assembly the achievement and effort of individuals are recognised. The child who is chosen then leaves the classroom and the remaining children list 10 positive features about this child that makes them a ‘star’. These are displayed in the classroom for the week. Class assemblies could also provide a springboard for:**

*Good work board shown and shared in class assembly*  
*Star of the week certificates for personal qualities/success*
Achievement Assembly

The ‘Achievement Assembly’ will form part of a regular monthly Friday assembly slot on the timetable. It is envisaged that this assembly time will be an occasion that will aim to recognise ‘Good Behaviour’, ‘Good Progress’ and ‘Good News’.

An ‘Achievement Award’ certificate will be presented to a child, for example, for his/her exemplary behaviour, or improved behaviour or significant areas of progress.

Each month a photograph of the children chosen will be displayed in the entrance hall. Their achievement will be recorded in the ‘Rainbow book’ which is also on display in the entrance hall.

A ‘Smart Award’ is also given in the achievement assembly for one of the following ‘Smarts’;

- Number
- Word
- Self
- People
- Music
- Body
- 2D/3D
- Practical
- Nature

These celebrate the individual child’s strengths and help the children to appreciate we are all different and have different talents.

A ‘Christian Value Award’ certificate is presented to a child for demonstrating that they have gone out of their way to follow the focus Christian Value for the month.

A ‘Midday Supervisor Award’ certificate is also presented here. These are chosen by the midday supervisors and are given for good behaviour and helping at lunchtimes.

Golden Time

Each year group works towards achieving golden time on a Friday afternoon. They start with 0 minutes and build up their time over the week. Golden time is rewarded for whole class good behavior in lessons and at playtimes. During golden time the children can choose from a range of activities such as; playing outside, computers, art work, board games, drawing etc.
7. Sanctions ~ YR2/LKS2/UKS2

These are all recorded on the ‘Behaviour Record Chart’ visible in the classroom (for monitoring and recording behaviour see below).

**Behaviour Categories**

<table>
<thead>
<tr>
<th>Verbal (Green Cards)</th>
<th>Yellow Cards</th>
<th>Red Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling out or Talking</td>
<td>Not being respectful during prayers</td>
<td>Major physical incidents (punching, fighting, kicking)</td>
</tr>
<tr>
<td>Not wearing correct uniform</td>
<td>Lack of respect</td>
<td>Vandalism of property</td>
</tr>
<tr>
<td>Homework not in on time</td>
<td>Minor physical incidents (pushing, shoving, barging)</td>
<td>Discrimination</td>
</tr>
<tr>
<td>Pushing through doors</td>
<td>Answering back</td>
<td>Verbal abuse</td>
</tr>
<tr>
<td>Running in the corridor</td>
<td>Name-calling</td>
<td>Stealing</td>
</tr>
<tr>
<td>Being out of the seat at the wrong time</td>
<td>Leaving the school, class or playground without permission</td>
<td>Racist comments</td>
</tr>
<tr>
<td>Talking when coming in To class from break or lunch</td>
<td>Breaking playground rules</td>
<td>Sexually inappropriate comments, gestures or behaviour</td>
</tr>
<tr>
<td>Not lining up in silence</td>
<td></td>
<td>Bullying (physical or mental)</td>
</tr>
<tr>
<td>Going into school without permission</td>
<td></td>
<td>Direct defiance of any adult e.g. refusal to do as asked</td>
</tr>
</tbody>
</table>

Green/Yellow/Red Cards

1. **First time:** Verbal warning. Adult (Teacher, LSA, LST) will explain to child why they are being warned and what will happen if behaviour persists.

2. **Second Time:** Child is given a **green card**. If behaviour has improved and no more instances occur:

   **KS1 ~ Yr2 Only** - Green cards removed every half day
   **LKS2 ~ Green cards removed every half day**
   **UKS2 ~ Green cards removed every day**

3. **Third time:** Child is given a **green card** and asked to go to the reflection area and consider their behaviour for 5 minutes. This is try and prevent their behaviour escalating and them being removed or having an extended sanction. After 5 minutes or once they are calm they return to the lesson.

   Teachers must complete the ‘**Behaviour Record Sheet.**’
4. **Fourth time / straight to yellow card behaviour** (see table above): Child is given a **yellow card** and asked to go work in a **partner class**:

- Year 2 to Year 1
- Year 3 and Year 4
- Year 5 and Year 6
- Year R/Yr1 ~ Rainbow Chart Sanctions – see below

They will have to complete a ‘**Reflection Sheet**’ (YR2) or ‘Be a Problem Solver’ (KS2) and work whilst they are there. They stay for 10 minutes and then return to class.

If a child has been sent to their partner class their parents must be informally informed that day.

Teachers must complete the ‘**Behaviour Record Sheet**’ and file the reflection sheet the child has completed.

5. **If the child returns to class and the behaviour persists** they get one warning and then are given their **second yellow card** and are sent to their **partner class** for the rest of the lesson and the KS Lead will discuss their behaviour with them at lunch time. The child should complete The work set by Class teacher independently in partner class.

If a child has been sent to their partner class their parents must be informally informed that day.

Teachers must complete the ‘**Behaviour Record Sheet**’

6. **Red Cards** can be given for an accumulation of yellow (After 2 cards are given in a day the next offence takes them to a red or 4 yellow cards in the course of a week) the sanction for this will be decided by the SLT

- Extended sanction
- Unofficial Internal Seclusion – SLT

Children could also receive a straight red card for the behaviours listed above. If this happens the following sanctions will be put in place in order;

1. Unofficial Internal Seclusion – Assistant headteacher KS2 (1 day)
2. Official Internal Seclusion – Headteacher (1 day)
3. External Exclusion – (duration pending behaviour)
4. Permanent Exclusion
Recording and Persistent Behaviour

The following strategies have been put in place to provide the children and staff with clear guidance and understanding on the different levels the sanctions lead to. The system is based on a traffic light system linked to the class sanction cards.

All children are included on the list of green level for behaviour. Within the green section of the behaviour folder there will be a class list for each week of the year. On these lists the Green cards will be recorded (see attached). There is a coded system (attached) which links to the behavior listed in the Green behavior categories (section 7. Sanctions.) The aim of this is to record minor incidents in case they build up over time. This file could also be referred to in parent meetings if needed.

Yellow Level

As well as the GBP reasons for allocating a Yellow card, children are moved on to the yellow level for an accumulation of 10 Green cards in a week. Therefore they are regularly breaking the school/class rules and being disruptive.

When they are on yellow level they will have an ‘Individual Behaviour’ page for all their behaviours to be recorded on. A letter will be sent home to parents for them to sign and discuss behaviour with their child to help prevent it from happening again.

There may be a meeting with the class teacher and parents depending on issues e.g. lack of respect would warrant a meeting but wearing trainers or not stopping at the whistle would require a letter.

The Assistant headteacher KS1 or 2 is made aware that this child has moved to yellow level.

If a child has displayed a return to the expected good behaviour after 6 weeks he/she will return to the green level.

Red Level

As well as the GBP reasons for allocating a red card, children are moved on to the red level for an accumulation of 3 yellow cards within a day. This leads to a red card because these children are failing to improve their behaviour after being moved to yellow level.

Children can also be given a straight to red card and this would move them directly to red level as these are deemed more serious behaviours (see section 7. Sanctions).

When a child is on red level their behaviour will be recorded on an individual sheet with reasons why and parents are to be called into to discuss incidents with class teacher and either KS coordinator or Assistant Head in first instance. If the child continues on red level the head will be involved as explained in the section 7. Sanctions.
8. Good Behaviour in EYFS/YR 1

At the beginning of the school year we agree our class rules and these are displayed prominently in the classroom. A rainbow chart is used to record behaviour that exceeds or falls short of expectations. Every child has a named peg that moves us or down the Rainbow Chart depending whether they are being rewarded or being given a sanction for their behaviour.

Example of the Rainbow Chart

<table>
<thead>
<tr>
<th></th>
<th>Outstanding</th>
<th>Great Job</th>
<th>Good Day</th>
<th>Ready to Learn</th>
<th>Think About It</th>
<th>Teacher’s Choice</th>
<th>Parental Contact</th>
</tr>
</thead>
</table>

**Ready to Learn**
All children start at 'Ready to Learn' at the beginning of the day in line with our Christian value of **forgiveness**.

**Outstanding**
Children are rewarded with a certificate to take home at the end of the day.

**Think about it**
Verbal warning from an adult

**Teacher’s Choice**
Children spend 5 minutes in time-out and sit by the Rainbow Chart to reflect on their behaviour.

**Parental Contact**
At the end of the day the parents of the child are informed of their child's behaviour and how it falls below expectations. Teachers must complete the ‘Behaviour Record Sheet’.

Our Christian values are on display in our classroom and referred to and reflected upon throughout the day with the pupils for example to celebrate examples of good behaviour and how this impacts on their learning and to remind during times when things have gone wrong.

9. Individual Behaviour Plans (IBP)

At any stage a child could be put on the Special Educational Needs Register for their behaviour at ‘SEN Support’ and the Headteacher will be involved. At this stage an IBP will be put in place by the class teacher and SENCo.

This plan will be tailored to the child and therefore the sanctions and related behaviour will be specific and not necessarily follow that of the Good Behaviour Policy. This plan will be discussed with the parents and signed by all involved.
After two terms if the behaviour has not improved with the individual behaviour plan they
will be referred to the pupil referral unit (PRU) for support. The panel may decide to
create a Pastoral Support Plan (PSP) or, if appropriate, the child may go to the (PRU) for
a fixed period of one or two days a week.

10. Class Behaviour

Every class agrees will agree their rules at the beginning of the year and the whole class
will be expected to sign up to them. The class will also be reminded of the school rules
and the sanctions will be discussed. The children will then be expected to sign up to
whole school rules as well.

The rules and sanctions will then be on display in the classroom and in the corridor by
the Key Stage 2 playground so children are all aware of them.

NB: A CHILD MAY BE ‘FAST-TRACKED’ THROUGH THE POLICY WHERE
AN INCIDENT IS MORE SERIOUS.

11. Behaviour on School Visits

On school visits, high standards of behaviour should be expected at all times. This is
achieved by:

i) Outlining expectations before leaving the school site
ii) Ensuring that any work given is appropriate
iii) Ensuring adequate supervision levels
iv) Giving careful consideration to group dynamics
v) Giving adult helpers a list of ‘dos’ and ‘don’ts’ in order that consistency is
achieved

Children whose behaviour in class has given cause for concern should be in the
teacher’s group or with an adult who knows the child well. If numbers allow, it can be
beneficial for the teacher to have NO group allocation so that he/she can solve any
problems immediately without detriment to other pupils.

If pupil behaviour continues to give cause for concern, it may not be appropriate for them
to take part in ensuing visits. This should be discussed with the headteacher before a
decision is taken.

12. Additional Supporting Strategies

Circle Time
Circle time can be used to:
Build positive relationships
Provide a platform for a greater understanding of differences between people.
Help ease conflict
Initiate policies

This strategy offers an opportunity to discuss and understand sensitive issues with the
ultimate aim of easing tensions and creating positive attitudes.
13. Record of Incidents—File
Teachers should keep a record of all incidents related to those in their care. In addition, a record must be kept of any discussions with parents. The report should state:
- A brief outline of concern
- Those involved
- Outcome
- Dates

The Headteacher will receive copies of all meetings and keep a file of serious incidents and of those which involve discussions with the Headteacher and parents.

14. Guidelines for Parents
The part parents play in their child's education is vital and parents obviously have a major role in determining the way their children behave in school. If parents support the behaviour aims of the school when dealing with their children in the home, then the job of the school in promoting good behaviour will be that much easier. The school welcomes parents at all times and believes that their presence in school can promote the good behaviour of all children and not just their own.

The school regards the relationship between it and parents as absolutely crucial to the positive behaviour patterns of all children and hence to their successful learning. To support and develop this the school has a "Home-School Agreement". This agreement asks parents to make a number of commitments and it is a requirement of entry to High Wycombe Church of England School.

15. Summary
High Wycombe Church of England School believes that by using a positive system of rewards and reinforcing good behaviour and upholding our school Christian values, we create an environment that fosters children’s positive self-esteem. It is the duty of all members of staff and the school community to see that the Good Behaviour Policy is consistently implemented and upheld and that breakdown in discipline is prevented before having to be dealt with.

Good behaviour should be reinforced through the curriculum and children should have the opportunity to have their ‘voices’ heard through such things as class discussion and circle times.

The children should also have some responsibility for maintaining standards of behaviour and the pupils should play a role in this through discussion with the Head teacher and helping to promote and support initiatives such as anti-bullying strategies, buddy systems, play leaders and peer mediation.
Appendix 1

Bullying Statement

Definition
At our school, we have an agreed definition of bullying which is “Bully n. a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable. Students, staff, parents and carers are supported to understand this definition. Behaviour of this nature is unacceptable in our school. Isolated incidents of aggressive or antisocial behaviour do not constitute actual bullying. Nor do on-going patterns of making and breaking of friendships where both parties are equally responsible. Nevertheless, such behaviour also has a detrimental effect on pupils’ ability to focus on learning, and will need to be addressed.

Bullying can be:
- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology, i.e. camera & video facilities
- Transphobic because of, or focussing on the issue of an individual’s sexuality

Bullying can happen to anyone. The Anti-Bullying Policy covers all types of bullying including:
- race, religion or culture
- special educational needs
- appearance or health concerns
- sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying
- cyber bullying
- peer on peer
- disability
- sexting

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work or behaviour patterns, and a lack of concentration. Through our approach pupils are encouraged to report bullying to an adult in school whom they trust. Pupils are also encouraged to report bullying they witness even if they are not involved. This may be reported to their class teacher, a classroom assistant, a mid-day supervisor, assistant Headteachers or the Headteacher. In addition, all staff must be alert to signs of bullying and act promptly and firmly against it.
Appendix 2

Additional School Policies/Documentation
The following additional Policies and guidance can also be found in the School Office:

- Policy on the use of Force to Control or Restrain Children
- BCC Exclusion Guidance 2018 (v8)
- Equality and Cohesion Policy
- Lunchtime Supervisors Handbook
- Supply Teacher Handbook
- Staff Handbook

Appendix 3

Playground equipment
- Infants and Juniors have a selection of shared playground equipment
- All equipment must be treated respectfully and replaced at the end of the break/lunchtime.
- All teachers should come to the playground to assist in the calm return of the children into the school buildings.
- Children playing football on the top playground, must only use the allocated ball.
- No heavy/leather footballs are permitted on either playground.
- Children may bring their own skipping ropes etc to use.
- All children should put away their own equipment at the end of lunch and break
- Y6 sports leaders role is to encourage the children to put away the equipment. They should also check the KS1 and KS 2 equipment once a week. They must report missing and bring damaged items to the Yr 6 class teacher