

High Wycombe Church of England School



POLICY:	GOOD BEHAVIOUR POLICY
COMMITTEE:	CURRICULUM
MEMBER OF STAFF RESPONSIBLE:	CELINE HAWKINS
GOVERNOR RESPONSIBLE:	CHAIR OF CURRICULUM
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1. Introduction

'Be Strong and Courageous.'

In its document "Behaviour and discipline in schools" (September 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:

- Admissions Arrangements
- Anti-Bullying Policy
- Child Protection Policy
- Complaints Procedure
- Educational Visits Policy
- E-safety Policy
- Equality and Cohesion Policy
- Health and Safety Policy
- Home / School Agreement
- Lettings Procedures
- Reasonable Force and Physical Intervention Policy
- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions
- Suspension and Exclusion Policy
- Whistle Blowing Policy

2. School Ethos and Values Our Vision statement

Our Christian Vision is:

'Be strong and courageous'

Our School Vision and our Christian values are at the core of everything we do.

They underpin our teaching and learning, creating 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

As a Church school, the Bible and its teaching create the inspiration for all aspects of our work. Our Vision is inspired by the following words from the book of Joshua.

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

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)

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

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)

3. Aims of the school in terms of behaviour

To ensure that the whole school community has high expectations of behavior. 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.

When a member of staff needs to gain the attention of a group/ KS/ whole school, the should raise their hand and all children should stop what they are doing and raise their hand to show they are listening.

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. Children to enter school from 8.30 and are greeted by a teacher or LSA in their classroom.
- Children drop off lunch boxes in the allocated area and complete morning tasks in the classroom between 8.30 and 9.00
- All children enter quietly, walking along the left side of the corridor.
- The register is taken at 8.45

Before school starts: KS1/YR

- The gate into the playground is opened at 8.30am. Children to enter school between 8.30 and 8.45. They are greeted by a teacher or LSA in their classroom.
- Children in Y1 and Y2 walk through their classroom door and put their coats and bags on their pegs.
- Children in Reception walk through the doors by the KS1 library and put their coats and bags on their pegs.
- All children enter the classroom quietly.
- Children quietly complete early morning activities eg reading, maths starter
- The register is taken at 8.45.

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. After the first whistle, children are to stop and listen to the instruction of the teacher on duty. On the 2nd whistle, children are instructed to line up in silence. 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 a period of 5 minutes standing by the wall and the class teacher informed verbally.
 - iii) If the behaviour warrants an orange behaviour sanction, another child should be sent to the office to request that the class teacher comes to take the child.
 - iv) If the behaviour warrants a red behaviour sanction, another child should be sent to the office to request that a member of SLT comes to take the child.

YR/KS1 playtime

Children in KS1 walk outside to play in the infant playground. At the end of break time, when the whistle is blown, children are to stand completely still. On second whistle they are to put equipment in the quiet area and line up immediately and silently. When the bell rings all staff should make their way to the playground. Children should walk into school in silence.

- I. Staff on break duty should inform the class teacher if a child has misbehaved and needs a yellow behaviour consequence.
- II. If the behaviour warrants an orange behaviour sanction, another child should be sent to the office to request that the class teacher comes to take the child.
- III. If the behaviour warrants a red behaviour sanction, another child should be sent to the office to request that a member of SLT comes to take the child.

Children in Reception do not have a formal break time at the same time as the rest of the school, but use the outdoor area outside their classroom as part of their continuous provision.

Lunchtime Supervision

Our midday supervisors are an intrinsic part of successful playtime.

Training, guidance and outdoor games are shared with midday 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.

Regular meetings are held between lunchtime supervisors and the Assistant Headteacher to discuss issues arising or changes to the lunchtime supervision.

Lunchtime in the Hall

- The children will be supervised at all times
- Children must and are encouraged to wash their hands before they go to lunch
- Children must walk calmly into the hall (no running)
- Children with packed lunches should put uneaten food back into the lunch box

- Children eating school dinners should scrape any leftovers into the food bin – we encourage minimal food waste
- Children should keep the noise to an acceptable level – this means appropriate
- Children should remain seated whilst eating
- 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:

Reception: 12.00 (11.45 Aut 1)

Y1, Y2: 12:15

KS2 rotate: 12:30 - 1.15

The midday supervisors (MDS), like all members of staff, will look to verbally praise the children for behaving well. They may also give 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, the MDS will speak to the class teacher at the end of lunch. The teacher will follow this up if necessary with the MDS
 - ii) The class teacher will decide whether a child receives yellow, orange or red behaviour consequence based on 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) a child may be sent to the staffroom and the class teacher will come outside to speak to them. The class teacher will follow the 'Good Behaviour Policy' to apply the sanction.
 - iv) Teachers must complete the '**Behaviour Tracking Sheet**', enter incident and parental conversation on CPOMS and give the reflection sheet KS Lead to file.

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

- i) The AHT – KS1 or KS2 will be called and the headteacher will be informed
- ii) 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/midday supervisors
- YR and KS1 will eat in the hall as usual at 12.00/12.15, returning to their classrooms once they have been given permission to leave the hall, Y1 and Y2 will be together in Y1 classroom

- LKS2 and UKS2 will be supervised in their classrooms. They are able to walk to the lunch hall when it is their turn in the rotation.
- Wet playtime equipment must be packed away carefully
- The midday 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/ Strategies

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/ strategies are used across the school by all adults:

- Verbal praise
- Stickers
- Work displayed on the wall
- A certificate (Star of the Week and Dojo Champion)
- Class praise assembly to share individual achievements
- Showing work in sharing assembly
- Headteacher Stickers
- Show good work to other classes and the Headteacher
- A behaviour ladder in EYFS and Y1

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 under the umbrella of our learning behaviors and Christian values.

Every Friday the class has a Dojo Champion, this is the child with the most Dojo points for that week.

Silver and Gold Awards

These awards 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 award and the reward the children will receive.

	Silver	Gold
Behaviour	Exceptional work Exceptional effort Above and beyond in displaying our Christian Vision	An accumulation of 3+ silver awards over a term Consistently exceptional
Reward		Headteacher will host an edible treat in her office A gold certificate presented in assembly Headteacher Gold award recognition in newsletter

NB: For any child that achieves more than one Gold Award in a school year will be rewarded with a **Platinum Award** and will attend an end of year treat with the headteacher, instead of a second gold tea party.

Star of the Week Certificates

Star of the week certificates are given for demonstrating out School Vision which has stood out above the rest of the class on the day/week.

EYFS ~ Dojos or stickers are given out at the end of each day. Dojo certificates and Star of the Week are given out weekly.

KS1/LKS2/UKS2 ~ Star of the week ~ At the end of the week the achievement and effort of individuals are recognised. Certificates are displayed in the classroom for the half term.

Achievement Assembly

The '**Achievement Assembly**' will form part of a regular half termly Friday assembly slot on the timetable. It is envisaged that this assembly time will be an occasion that will aim to recognise achievement, progress and our Christian Values.

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

Each half term 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 '**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 half term.

Golden Time

Golden time is rewarded for **whole class** good behavior in lessons and at playtimes. At the beginning of the year, classes will discuss the expectations to achieve golden time. During golden time the children can choose from a range of activities such as; playing outside, computers, art work, board games, drawing etc. The choice of golden time activity must be a whole class agreement and the class teacher should accompany their class outside/ to the ICT suite if that is the choice.

Golden time is **2.45-3.00pm**

7. Sanctions

These are all recorded on the 'Behaviour Tracking Grid' visible in the classroom (for monitoring and recording behaviour see below).

KS1 and KS2 Behaviour Categories

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

Behaviours are recorded on a daily basis and children will start each day on a clean slate.

However, the behaviours are monitored by SLT and reviewed every 3 weeks to determine any patterns of behaviour which will be followed up with the class teacher and parents.

Yellow Behaviours

1. **Yellow Behaviours for the first time:** Verbal warning. Adult (Teacher/LSA/MDS) will explain to child why they are being warned and what will happen if behaviour persists followed by losing 5 minutes (in class or break time – teacher discretion).

2. **Yellow Behaviours for the second time:** Child loses a further 5 minutes off break or lunch.

Teachers must complete the 'Behaviour Tracking Sheet.'

3. **Yellow Behaviours for the third time:** Child loses a further 5 minutes off break or lunch and it is treated the same as an orange behaviour incident.

Orange Behaviour

All orange behavior children to be assigned to KS Lead when entered on CPOMS

1. **Orange Behaviours for the first time:** the child must go to complete work in a partner class:

- Year 1 and Year 2
- Year 2 to Year 1

- Year 3 and Year 4
- Year 5 and Year 6

They will also have to complete a **'Reflection Sheet' (KS1)** or **'Be a Problem Solver' (KS2)** for 10 minutes during break or lunchtime.

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

Teachers must complete the **'Behaviour Tracking Sheet'**, enter incident and parental conversation on CPOMS, assign the child to KS lead and give the reflection sheet to KS Lead to file.

2. Orange Behaviours for the second time: If the child returns to class and the **behaviour persists** then they are sent to their **partner class** for 30 minutes 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 work not completed then work to be completed in own time ie: break/lunchtime

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

Teachers must complete the **'Behaviour Tracking Sheet'**, enter incident and parental conversation on CPOMS, assign the child to KS lead and give the reflection sheet KS Lead to file.

Orange Behaviour for the third time: treated the same as a Red behaviour incident

For more serious orange behaviours, SLT will be consulted to determine a suitable sanction, up to half a day out of class.

Red Behaviour

All red behaviour children to be assigned to KS Lead when entered on CPOMS

If a child has demonstrated a red behaviour SLT must be informed. If a child has demonstrated red behaviour their parents must be informed that day by the class teacher and invited in for a meeting with class teacher and a member of the SLT

Teachers must complete the **'Behaviour Tracking Sheet'** and enter incident and parental conversation on CPOMS and assign the child to KS lead.

The sanction for this will be decided by the SLT.

- Extended sanction e.g no play outside for a week
- Unofficial Internal Seclusion – Assistant headteacher KS2 (1 day)
- Official Internal Seclusion – Headteacher (1 day)
- External Exclusion – (duration pending behaviour)
- Permanent Exclusion

Individual Behaviour Plan (IBP) - It may be necessary to put the child on an IBP - See section 11

8. Good Behaviour in EYFS

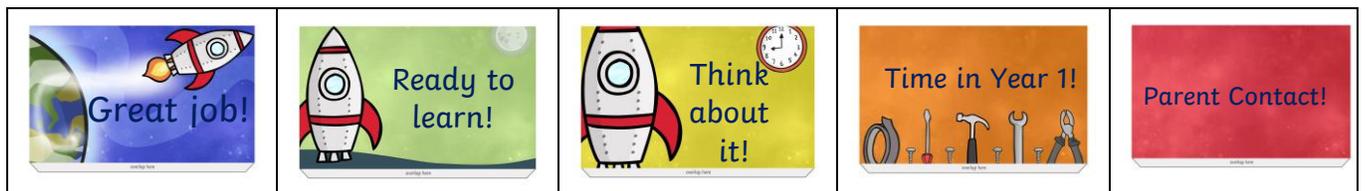
At the beginning of the school year we agree our class rules and these are displayed prominently in the classroom.

EYFS Behaviour Categories

Yellow Behaviours	Orange Behaviours	Red Behaviours
Calling out or Talking Pushing through doors Running in the corridor Being out of the seat at the wrong time Talking when coming in to class from break or lunch Not lining up in silence Going into school without permission	Not being respectful during prayers Lack of respect Minor physical incidents (pushing, shoving, barging) Answering back Name-calling Leaving the school, class or playground without permission Breaking playground rules	Major physical incidents (punching, fighting, kicking) Verbal abuse Stealing Racist comments Bullying (physical or mental) Direct defiance of any adult e.g. refusal to do as asked Being rude to an adult

Behaviour Ladder (EYFS)

The Policy is shared with the children and parents and the children have a visual behaviour Ladder in their room.



Behaviour Ladder (Year 1)

To support the transition from EYFS to KS1, Year 1 children also have a behavior ladder in the room to provide a visual aid for their behavior. Children begin each day on green (ready to learn) to ensure children understand that they even if they demonstrated a behavior that required a sanction the day before, each day is new and they have the opportunity to start afresh and make better choices. They follow the KS1 and KS2 behaviour categories, however also receive verbal praise or Dojos for going up the behaviour ladder.



Think about it (Yellow Behaviours)

1. **Yellow Behaviours for the first time:** Verbal warning/talk with an adult. Adult (Teacher/LSA) will explain to child why they are being warned and what will happen if behaviour persists.
2. **Yellow Behaviours for the second time:** Children spend 5 minutes in time-out and sit in the KS1/YR shared area to reflect on their behavior

Teachers must complete the **'Behaviour Tracking Sheet.'**

3. **Yellow Behaviours for the third time:** treated the same as an orange behaviour incident

Teacher's Choice (Orange Behaviour)

All orange behavior children to be assigned to KS Lead when entered on CPOMS

1. **Orange Behaviour for the first time:** the child must go and sit in Year 1 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 by the class teacher.

Teachers must complete the **'Behaviour Tracking Sheet'**, enter incident and parental conversation on CPOMS, assign the child to KS lead.

2. **Orange Behaviour for the second time:** If the child returns to class and the **behaviour persists** then they are sent to Year 1 for 10 more minutes and the KS Lead will discuss their behaviour with them at lunch time.
3. **Orange Behaviour for the second time:** treated the same as a red behaviour incident

Parental Contact (inside classroom) (Red Behaviour)

Children spend 10 minutes in time-out during play or lunch. At the end of the day the parents of the child are informed of their child's behaviour and how it falls below expectations, this conversation should be had inside the classroom. Teachers must complete the **'Behaviour Tracking Sheet'** and record conversation on CPOMS assign KS lead to CPOMS incident.

Individual Behaviour Plan (IBP) - It may be necessary to put the child on an IBP - See section 11

Our School Vision Characters 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 these impacts on their learning and is a reminder during times when things have gone wrong.

9. Recording and Persistent Behaviour

Behaviours are recorded on a tracking grid by class teachers. These grids are reviewed every three weeks, for every child that has shown yellow behaviours every week for three weeks; parents need to be informed by class teacher of the behaviour and the concern. Class teacher to record conversation on CPOMS.

All orange and red behaviours are to be recorded on CPOMS. Key Stage Leads will collect these grids every three weeks, review and file.

10. Reasonable Force

In line with the DfE Advice on the Use of Reasonable Force all members of school staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. This will be followed as detailed in **our 'Reasonable Force and Physical Intervention Policy,'** which can be found on the website under Policies.

11. 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.

12. 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.

13. 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.

14. 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.

15. Record of Incidents—CPOMS

Teachers should keep a record of all incidents related to those in their care on CPOMS. In addition, a record must be kept of any discussions with parents and added to CPOMS.

The report should state

- A brief outline of concern
- Those involved
- Outcome
- Dates

The Headteacher will receive copies of all CPOMS entries and keep a record 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.

16. 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 break down 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

Suspension and Exclusion

There are two types of exclusions:

- Suspension (Fixed term) - Governors involved
- Permanent exclusions - Governors involved

The agreed procedure at High Wycombe Church of England School is as follows:

The basis for discipline is the “Good behaviour Policy”. If an exclusion (fixed or permanent) is deemed necessary the Headteacher or Assistant Headteacher in the absence of the Headteacher shall inform the:

- The parents in writing
- The Exclusions & Reintegration Team
- The Chair of the pupil discipline committee and Chair of Governors

In the event of an exclusion - fixed or permanent - the following documents should be referred to:

- HWCE Suspension and Exclusion Policy
- DFE Guidelines for Suspensions and Permanent Exclusions and
- Buckinghamshire Council Exclusion Guidance

Appendix 2

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 3

Additional School Policies/Documentation

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

- Admissions Arrangements
- Anti-Bullying Policy
- Child Protection Policy
- Complaints Procedure
- Educational Visits Policy
- E-safety Policy
- Equality and Cohesion Policy
- Health and Safety Policy
- Home / School Agreement
- Lettings Procedures
- Reasonable Force and Physical Intervention Policy
- Special Educational Needs Policy
- Staff Handbook
- Supporting Pupils with Medical Conditions
- Suspension and Exclusion Policy
- Whistle Blowing Policy

Appendix 4

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.
- Y6 sports leader's 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

Outside Equipment:

- Children cannot use this equipment unsupervised
- Staff are timetabled during break times so that the children can use this equipment
- The rules/guidance for both areas are displayed next to the equipment
- The equipment can be used at other times, as long as the adult is there to supervise

Appendix 5

Please record the number of yellow, orange and red behaviours each week

Name	Week1			Week 2			Week 3		
	Yellow	Orange	Red	Yellow	Orange	Red	Yellow	Orange	Red

Review every three weeks, any child that has shown yellow behaviours every week for three weeks; parents need to be informed by class teacher and record conversation on CPOMS

All orange and red behaviours to be recorded on CPOMS

Key Stage Leads will collect these grids every three week