

BEHAVIOUR POLICY



“You are the light of the world, let your light shine.”
(Matthew 5:14-16)

September 2025 - July 2026

Wisdom Compassion Endurance

This policy was adopted on: September 2025 (pending ratification by Governors 23rd September)

The policy is to be reviewed: July 2026

Vision

“Challenging each other to be our best, through actions, choices and words, so we can all shine.”

Theologically rooted reference:

“You are the light of the world, let your light shine!” (Matthew 5: 14-16)

At Whaddon School, we want everyone to shine, not only in their talents, but in ways that enable others to see the right path, when their own lights are dim, disagree well and forgive.

Through careful, bespoke curriculum planning and the golden threads of our values- Wisdom, Compassion and Endurance- we aim for all children to leave Whaddon School with values, skills and knowledge that will equip them for the next stages of their learning and their future as employees, parents, partners, global citizens and custodians of the planet.

Embedded in our culture of respect and celebration of the individual are the systems of equity, equality, advocacy and justice- in order that all of our learners and stakeholders recognise having access to what they need to shine outweighs everyone getting the same and the pivotal role of forgiveness in our relationships. Character building is a theme woven through our curriculum offer and through our British Values and SMSC themes and our school vision underpins this personal development.

Safeguarding

At Whaddon C of E School, the safeguarding, health, safety and well-being of children is of paramount importance to us. We listen to our pupils and take what they tell us seriously. We acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding (KCSIE, DfE), (Working together to safeguard children 2024 DfE) and in respect of pupils with Special Educational Needs (SEN Code of Practice, DfE 2015) All staff and visitors are aware that safeguarding is the responsibility of everyone and our reporting and recording system is robust and effective. We have the culture that “it is happening here, we just don’t know about it yet. Are we prepared to act on the information, when we receive it, so not time is lost and children are kept from immediate or significant harm?

SEND and disadvantaged pupils

At Whaddon Church of England School, we value, nurture and celebrate the skills and talents of every child. Our broad and rich curriculum is aspirational, engaging and inclusive. We strive to enable all children to achieve their best and optimise their potential through high-quality teaching, careful planning - in line with developmental stage and interests of cohorts - removal of barriers in order to fully access the curriculum e.g. writing frames, visual prompts, adapted resources and alternative methods of recording; across the curriculum. Our carefully adapted teaching, planning and learning opportunities are designed to reduce, and ultimately remove gaps between disadvantaged and vulnerable learners and their peers. Our commitment to engaging, inspiring and equipping all learners with the skills and knowledge they require to be successful in their next steps and life is at the heart of our curriculum intent and fosters the

implementation of our curriculum. This ensures equality of opportunity and a broad and rich provision, for all learners, in a personalised way.

Careful consideration is afforded to the broad and diverse offer interwoven throughout our curriculum, reflecting our multi-cultural, multi-faith school community and ensuring quality, first-hand experiences are presented in a multitude of ways. This enables full participation, access and maximum engagement. All of our educational visits are fully risk assessed and planned, so that every child may access and enjoy these enriching opportunities, ensuring meaningful and memorable experiences which support deeper learning and understanding.

At Whaddon C of E School, we acknowledge that there are some pupils for whom the behaviour policy is not a good fit. As such, we are committed to ensure that all presentations are analysed and the factors driving them are discussed with the pupil and reparations are discussed in a restorative and respectful way. Children whose needs are not met within the broad content of our behaviour policy will be supported and, in collaboration with parents, discuss strategies and a specific Behaviour Support Plan will be created. This will be reviewed half termly, or as needed and shared with staff confidentially and discretely.

Expectations

We hold high expectations of exemplary behaviour from all children and expect that parents will support us to maintain these expectations. Pupils are encouraged to think for themselves and take responsibility for their work and behaviour, showing respect for themselves, other people and their environment, in line with our vision and values. This is supported with visual aids of stars- aspiration and celebration, candles- spirituality, torches- illuminating the path for ourselves and others and light bulbs- illumination of thought and enabling all to learn well.

At Whaddon C of E School, we strive to employ a positive and restorative approach to behaviour presentations. We praise publicly; drawing attention to good behaviour choices, good manners, etc. and deal with unwanted behaviour: discreetly and in a restorative and personalised approach- in a way that best fits the circumstances and individual and inline with our schools distinctive Christian vision and school values.

It is expected that children listen to each other and to adults. If they are given an instruction or whilst having a conversation the expectation that mutual respect is observed is held.

Purpose

Whaddon C of E School seeks to provide a stimulating and nurturing, environment underpinned by its behaviour policy. It does this by:

- ✓ Promoting clear behaviour expectations with a focus on praise.
- ✓ Promoting self-esteem, self-regulation and proper regard and respect for all adults in the school.
- ✓ Promoting positive relationships based on mutual respect, respect for others, property, the school and wider environment.
- ✓ Providing a safe environment free from disruption, bullying and harassment.
- ✓ Promoting full engagement in and access to all learning opportunities
- ✓ Encouraging consistency of restorative approach to unwanted behaviour presentations.
- ✓ Ensuring an understanding of the difference between equality and equity
- ✓ Implementing early interventions

- ✓ Ensuring staff feel confident meeting the needs of the children in the school, through high quality CPD and support from leaders.
- ✓ Encouraging a positive relationship with parents and carers to develop a shared approach to behaviour

We aim to develop the following in our pupils:

- ✓ An understanding of rules and boundaries to keep everyone safe- inside the classroom, outside the classroom and during lunchtimes, in the hall.
- ✓ An awareness of appropriate behaviours in a range of situations- moving around the school safely and quietly.
- ✓ Being courageous advocates for themselves and each other
- ✓ The ability to take responsibility for their actions and an understanding of the consequences.
- ✓ Self-regulation and the strategies to manage emotions through use of zones of regulation and when older, through strategies they have been supported to select and implement.
- ✓ A caring attitude and respect for themselves, others and the environment.
- ✓ Accepting and seeing the value added to the school community by regardless of their gender, race, religion, sexuality, disability or way of life.
- ✓ Consideration and compassion towards younger and vulnerable children.
- ✓ Living our Christian values of Wisdom, Compassion and Endurance

Whaddon C of E School Behaviour Code of Conduct

We expect every member of the school community to:

Be kind and respectful

- ✓ Use our manners everyday
- ✓ Speak clearly, coherently and calmly using polite, acceptable language
- ✓ Treat others as they would like to be treated and show respect for others
- ✓ Use kind words, hands and feet
- ✓ Follow these same rules when online, for example when gaming or on social media
- ✓ Be sympathetic to others

To keep themselves and others safe

- ✓ Move sensibly, quietly and carefully around the school
- ✓ Follow all staff instructions straight away
- ✓ Look after all property and put things back in their proper place
- ✓ Think before you act
- ✓ Tell a teacher if you are worried about anything or are facing difficulties
- ✓ Protect your private information online
- ✓ Report any concerns to a trusted adult, including problems in the real world or online

To fulfil their full potential

- ✓ Make our best efforts in every lesson and opportunity we are given
- ✓ Listen carefully to the teacher and the views of other children
- ✓ Use a quiet voice at all times unless told otherwise
- ✓ Let others work without interruption
- ✓ Collaborate and work with others cooperatively
- ✓ Be honest
- ✓ Complete homework and hand it in on time

To show you understand the expectations of learners at Whaddon C of E School:

- ✓ Wear your school uniform smartly and be neat and tidy
- ✓ Come to school every day and on time
- ✓ Be responsible for your own possessions
- ✓ Take pride in your work and achievements and celebrate those of others
- ✓ Show an understanding of differences and support all by showing kindness
- ✓ Get involved in activities and responsibility beyond the classroom
- ✓ Always behave in a way that contributes to the school's good name
- ✓ Take responsibility for your own behaviour, in real life and online.

Our high expectations of exemplary behaviour encompass all times of day; when children and members of the school community are on and off the school premises, including before and after school and during Educational Visits.

Unwanted behaviour presentations

These are forms of behaviour that have been agreed by all to be unacceptable at school. These are:

- using inappropriate/offensive language/hate speak
- fighting
- leaving people out of games
- verbal abuse
- stealing
- acting in a way likely to cause damage to property or others e.g. fighting, or kicking, throwing things
- Disrespectful to staff or other children in words or actions (eye rolling, turning away, posturing, intimidatory encroachment of personal space or jutting of the chin).
- damage to other people's property / school property or environment
- harassment or prejudice of any kind (race, religion gender, disability etc.)
- anti-social behaviour (spitting, sticking out of tongues, biting, pinching etc..)
- aggressive or threatening actions
- bullying (or watching someone else being bullied without helping)
- disruption during lessons or any other time in school preventing the effective teaching and learning in any classroom or collective worship
- Deliberately ignoring adult instructions e.g. walking around with food in their mouths
- Running through the school building or making excessive noise as they move around the school

If a pupil makes unwanted behaviour choices then all the school staff will act in a restorative and consistent manner with the use of agreed scripts as per Behaviour Support Plans and our restorative approach to behaviour management and support. In consultation with all staff, it has been agreed that we will talk to the children in a reasonable manner, we will be firm but fair. We will give children the chance to reset and restore and reflect. All behaviour incidents will be recorded onto CPOMS and monitored by the Headteacher to inform current and future practice and any personalised behaviour support plans that may be required. These will be discussed and shared with parents.

Positive behaviour is to be actively praised and held as an example to others.

Positive behaviour may be rewarded with:

- Praise
- Stickers
- House points
- Reward charts
- Recognition through certificates in celebration assembly house point cup
- Speaking to parents at the end of the day / phone call home.
- Special privileges / responsibilities

- Head boy or Head girl roles
- House Captain role

The school may use one or more of the following sanctions in response to unwanted or unacceptable behaviour presentations:

- A verbal discussion with reparations this may include comic strip conversations and social scripts
- Giving the pupil time and space to use their zones of regulation and to reflect upon their future behaviour, e.g. stand with the teacher or sit in a quiet area in classroom or playground.
- Sending the pupil to work in a low arousal space (within the classroom or in another class) Send the pupil to the class teacher (lunchtime).
- Miss minutes from play time, lunchtime play or loss of other privileges.
- Send the pupil to a member of staff or to the Head Teacher for a restorative conversation
- Expecting work not completed to be finished at home, or at break or lunchtime
- Inform parents of continuing presentation of unwanted behaviour (Behaviour support plan will be drawn up)
- Discussions with parents and pupil, informing them that continuous poor behaviour choices will result in formal suspension (either suspension or permanent suspension, in line with the DfE and Bucks guidance).
- Discussion with the Governors.

Bullying / Child-on-Child abuse

Bullying / child-on-child abuse is an anti-social behaviour and affects everyone. **We will not tolerate bullying in any form.** We work together to promote and create an environment where everyone feels safe and valued and respected.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is behaviour that causes – or is intended to cause – embarrassment, pain or discomfort to someone, either physically or emotionally. Bullying is, therefore: deliberately hurtful, repeated, (often over a period of time) and difficult to defend against.

All members of the school community have the right to go about their daily lives without the fear of being bullied, threatened, assaulted or harassed. As a school we value 'all God's children'. No one should underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting their mental health and well-being, behaviour, academic and social outcomes.

Please see our Anti-Bullying Policy located on our school website or available in hard copy from the school office, upon request.

Physical restraint

Children will not be physically restrained, under normal circumstances. In exceptional circumstances it may be necessary for an adult to restrain a child to prevent them from hurting themselves or others.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible in the manner agreed as lawful and proportionate
- Be used by qualified Step on staff in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- All staff have received Steps training to de-escalate rather than restrain

It may be necessary to evacuate a teaching space, for the safety of pupils and staff. If this happens, the Headteacher will be informed.

We understand that some children have difficulty in regulating their own behaviour. It is the responsibility of parents and the school in partnership, to help the child modify their behaviour, in school. Strategies will be discussed with each child to help them manage their behaviour presentations and a behaviour support plan will be drawn up for those who give cause for serious concern. The parents will always be involved in the process and the plans will be reviewed as frequently as is required but no longer than 4 weeks.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the individual pupil.

The school's SENCO will evaluate a pupil who exhibits challenging behaviour presentations, to determine whether they have any underlying needs that are not currently being met and therefore require reasonable adjustments to be implemented, as part of the graduated approach.

Where necessary, support and advice will also be sought from external agencies: specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific, persistent and resistant presentations/needs.

Where persistent and resistant needs are identified, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis, as per the graduated response DfE SEN Code Of Practice 2015.

Roles and responsibilities

The governing body

The Curriculum and Pupil Welfare Committee (Governors) is responsible for reviewing this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Curriculum Pupil Welfare Committee (Governors), The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively and consistently with unwanted behaviour presentations, and will monitor how staff implement this policy, to ensure rewards and sanctions are applied appropriately. Analysis of monitoring activities- in the form of staff questionnaires and pupil voice- will be shared in the Headteacher report to Governors each term.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and fairly.
- Modelling positive behaviour choices, respect to all members of the school community through actions words and deeds.
- Providing a personalised approach to the specific behavioural presentations and drivers of particular pupils.
- Recording behaviour incidents in a timely way on CPOMS.

The Headteacher will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the behaviour code of conduct

- Inform the school of any changes in circumstances that may affect their child's behaviour
Discuss any behavioural concerns with the class teacher promptly

Appendix 1

Behaviour Code of Conduct

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Please read the policy and the Behaviour Code of Conduct with your child and sign below, returning it to school so we can retain a copy.

We have read and understood the importance of the Behaviour Policy.

Signed Date Pupil

Signed Date..... Parents