

# BEHAVIOUR POLICY



**February 2023**

**Wisdom      Compassion      Endurance**

This policy was adopted on: March 2023

The policy is to be reviewed: April 2024

## **Safeguarding**

At Whaddon C of E School, the health, safety and well-being of children is of paramount concern 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 2022), and in respect of pupils with Special Educational Needs.

## **Rationale**

At Whaddon C of E School we aim to provide a secure environment that is stimulating, creative and nurturing, within a framework of sound Christian principles based on our values of: Wisdom, Compassion and Endurance. We believe in the development of the “whole child” and encourage them to become responsible global citizens..

We hold high expectations of exemplary behaviour and courtesy and expect that parents will support us achieve them. Pupils are encouraged to think for themselves and take responsibility for their work and behaviour, and show respect for themselves, other people and their surroundings.

At Whaddon C of E School we strive to employ a positive approach to behaviour. We praise publicly; drawing attention to good behaviour choices, manners, etc. and deal with unwanted behaviour: discreetly and in an age appropriate manner and in a way that best fits the circumstances and individual.

## **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 intervention
- ✓ 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.
- ✓ An awareness of appropriate behaviours in a range of situations.
- ✓ 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.
- ✓ 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

### **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 Primary 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 encompasses all times of day, when children and members of the school community are on and off the school premises, including before and after school.

### **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
- fighting
- ganging up on others
- verbal abuse
- stealing
- acting in a way likely to cause damage to others e.g. fighting, or kicking
- Disrespectful to staff or other children in words or actions (eye rolling, turning away, posturing)
- damage to other people's property / school environment
- harassment of any kind ( race, gender, disability etc.)
- anti-social behaviour (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

If a pupil makes poor behaviour choices then all the school staff will act in a restorative and consistent manner. 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. All behaviour incidents will be recorded onto CPOMS and monitored by the Headteacher to inform current and future practice

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

Positive behaviour may be rewarded with:

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

The school may use one or more of the following sanctions in response to 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 different place (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 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 exclusion, 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 and Harassment Policy.

## **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

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

Some children have difficulty in controlling their own behaviour. It is the responsibility of parents and the school in partnership, to help the child modify his/her behaviour, in school. Strategies will be discussed with each child to help them manage their behaviour 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 pupil.

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

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 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 2014.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour presentations may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **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.

### **Staff**

Staff are responsible for:

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

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

## Behaviour Code of Conduct

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### Be kind and respectful

- ✓ Use our manners everyday to everyone
- ✓ Speak clearly, coherently and calmly using polite, acceptable language
- ✓ Treat others as we would like to be treated and show respect for others: always!
- ✓ 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

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- ✓ Let others work without interruption
- ✓ Collaborate and work with others cooperatively
- ✓ Be honest, but kind
- ✓ Complete homework to an acceptable standard and hand it in on time

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- ✓ 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 and empathy
- ✓ 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.

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